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ABSTRACT

This study was designed to identify and interpret trends in the participation of blacks and Hispanics in Rochester, New York, area colleges and to assess policies which affect their level of participation, either as students or as faculty and staff members. Four areas of concern were analyzed, including: (1) the extent to which admissions policies enhance higher education opportunities for minorities and the resultant enrollment trends; (2) the ways in which student financial aid is provided and the impact it has on minority opportunities; (3) how special remedial programs and support services have affected minority enrollment; and (4) the trends and policies concerning the hiring of minority staff and faculty. The report presents recommendations for increasing minority participation in Rochester area colleges. The appendix contains the responses to the survey questionnaires from the participating colleges.
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MINORITIES ON CAMPUS

A SURVEY OF BLACK AND HISPANIC PARTICIPATION IN COLLEGES OF THE ROCHESTER AREA

BY

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A C K N O W L E D G E M E N T S

The Urban League extends its gratitude to the many college administrators who took the time to respond to our questions in this survey and who critiqued a draft of the final report.

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TABLE OF CONTENTS

Page

Executive Summary 1

Study Purpose and Scope 1
Survey Approach 1
Major Findings 3
Major Recommendations 4

I. Minority Enrollment and Admissions 6

Background 6
Data Collection 7
Findings 9
Recommendations 24

II. Financial Aid Programs for Minorities 26

Background 26
Data Collection 28
Findings 30
Recommendations 36

III. On-Campus Supportive Services for Minority and Low-Income Students 38

Background 38
Data Collection 39
Findings 40
Recommendations 47

IV. Minority Representation on Area College Faculties and Staffs 48

Background 48
Data Collection 48
Findings 49
Recommendations 59

Appendices 60

A. Responses to Admissions Questionnaire 61
B. Responses to Financial Aid Questionnaire 81
C. Responses to H.E.O.P./E.O.P. Questionnaire 93
D. Responses to Personnel Questionnaire 105

LIST OF TABLES

Page

Table 1. Undergraduate Enrollments in 1968 and 1978 in Ten Area Colleges--Number of Black and Hispanic Students and Percent of Total..... 10

Table 2. Percent Change in Black/Hispanic Undergraduate Enrollment and in Total Undergraduate Enrollment in Ten Area Colleges from 1968-1978..... 12

Table 3. Black/Hispanic Undergraduate Enrollment as Percent of Total in Ten Rochester Area Colleges: 1968-1978..... 13

Table 4. Full Time Graduate Enrollment in Area Colleges by Race..... 15

Table 5. Bachelors Degrees Conferred by Area Colleges by Race/Ethnicity..... 17

Table 6. 1972-73 Undergraduate Enrollment Compared to 1975-76 Bachelor Degrees Conferred by Race in Rochester Area Colleges..... 18

Table 7. Master and Doctor Degrees Conferred by Area Colleges by Race 1975-76 and 1978-79..... 20

Table 8. Associates Degree Conferred in 1975-76 and 1978-79 in Area Colleges..... 22

Table 9. Student Applicants by Race 1979-80..... 22

Table 10. Percent Black/Hispanic Student Enrollment and Financial Aid Recipients in Area Colleges..... 31

Table 11. Students Receiving Grants/Scholarships, Loans, and Work Study Aid by Race 1978-79..... 33

Table 12. HEOP/EOP Student Profile in Nine Rochester Area Colleges 1979-80..... 42

Table 13. Opportunity Program Enrollments Compared to Full Time Enrollment by Race/Ethnicity 1979-80..... 43

Table 14. HEOP/EOP Staff Profile 1979-80..... 44

LIST OF TABLES CONTINUED

Page

Table 15. Racial Composition of Faculty and Administrative Staff in Nine Rochester Area Colleges. 1979-80..... 50

Table 16. Tenured and Non-Tenured Faculty in Area Colleges by Race and by Status 1979-80..... 51

Table 17. Full Time Non-Teaching Administrative Staff in Area Colleges by Race and by Status 1979-80..... 53

Table 18. Applications for Teaching and Non-Teaching Positions Received at Area Colleges by Race. 1978-79..... 54

Executive Summary

Study Purpose and Scope

This study was designed to identify and interpret trends in the participation of blacks and Hispanics in Rochester area colleges and to assess policies which affect their level of participation, either as students or as faculty and staff members.

Several aspects of minority student enrollment were of interest. First, we sought a clearer picture of enrollment trends and of the extent to which admissions policies enhance higher education opportunities for minorities in and around Rochester. Second, in view of the widespread economic disadvantagement among black and Hispanic graduates of local high schools, we needed to identify the ways in which student financial aid is provided and what impact it has on opportunities for minorities. Third, we wanted to determine how special remedial programs and support services have affected minority enrollment.

Finally, there was a need to generate data on trends and policies concerning the hiring of minority faculty and staff. While some people felt there was progress in the hiring of minorities over the past decade, there were no centralized data showing the actual status of local colleges in this regard.

These concerns tie into a number of past Urban League activities. Our educational research and advocacy in recent years has focused primarily on public elementary and secondary education, but in 1978 we published the Urban League staff report, The Bakke Decision: Its Real Meaning. We have also addressed the need for affirmative action hiring in a number of institutional areas.

Our near-term goal in conducting and publishing the present study is to provide a factual and analytical basis for dialog with local colleges and other appropriate institutions to continue the educational advancement of blacks and Hispanics. We call upon the colleges to develop new strategies, either collectively or individually, which will bring black, Hispanic and economically disadvantaged students up to educational parity with the white middle class students who still comprise the large majority of our campus communities. At the same time, we recognize that some of the obstacles to broader minority participation are not of the colleges own making, and we are prepared to join with them in seeking changes in public secondary education or in other areas which will advance the goal of equal opportunity.

Survey Approach

A variety of data sources were used for this study, including governmental reports, interviews with college Affirmative Action Officers, and interviews and telephone contacts with various other college personnel and students.

However, considerable difficulty was encountered in locating sources of information which were directly comparable from college to college. Therefore, the researcher designed a series of four questionnaires to be completed by each of the institutions included in the survey. The questionnaires were directed toward the concerns mentioned above. Specifically, they were:

1. *The "Admissions Questionnaire," focusing on enrollment data by race and on institutional admissions policies and practices;*

2. *The "Financial Aid Questionnaire," soliciting racial breakdowns of student financial aid recipients, as well as information on the activities and policies of financial aid offices;*

3. *The "H.E.O.P./E.O.P. Questionnaire," which concerned these two major programs providing assistance to academically disadvantaged students; and*

4. *The "Personnel Questionnaire," seeking racial breakdowns of college employees and descriptions of college affirmative action programs.*

Thirteen institution presidents were contacted early in 1980 to request their assistance with the survey. All but three responded and appointed staff liaisons to the League. Participating colleges and universities were:

Colgate Rochester Divinity School
Community College of the Finger Lakes
Hobart and William Smith Colleges
Monroe Community College
Nazareth College
Rochester Institute of Technology
State University College-Brockport
State University College-Geneseo
University of Rochester
Wells College

Three colleges did not respond:

Empire State College
Roberts Wesleyan College
Saint John Fisher College

A draft of this report was sent to the ten participating institutions in August for review and comment in preparation for this publication.

Both the questionnaires and the responses to them, received during the Spring and Summer of 1980, appear as appendices to this report. The organization of the report itself also is based generally on the four questionnaires.

The major findings and recommendations are summarized below. Additional detailed findings and recommendations will be found throughout the main text of the report.

Major Findings

1. *Minority Enrollment Trends. Over 1700 black and Hispanic students attend undergraduate colleges in the Rochester area, representing a little more than 5% of the total enrollment, and about a 400% increase in minority enrollment compared to a decade earlier. Most of the increase, however, occurred prior to 1973. There have been no substantial gains since that time. Blacks and Hispanics continue to be underrepresented on area campuses by comparison to their proportions in Monroe County's general population (about 10%), or in all colleges throughout New York State (18.2%), or in colleges nationwide (14.6%).*

   Further, there was no increase in the number of minority students enrolled full time in area graduate programs during the last decade.

2. *Degrees Earned by Minority Students. As gains in minority enrollments leveled off, so did the number of degrees being awarded to minorities. It also appears that, proportionately, slightly fewer minority students than majority students are successfully completing the area's undergraduate programs. About 3% of the degrees conferred here go to minorities, and there is evidence of a slight downward trend in this percentage since the mid 1970's.*

3. *Student Recruiting and Admissions Policies. All schools surveyed have equal opportunity statements incorporated into their admissions policies. None of them reported having firm quotas or numerical goals for minority student enrollments.*

4. *Financial Aid for Minority Students. Proportionately more black and Hispanic students than white students receive financial aid. Also, proportionately more of the aid to minorities tends to be in the form of grants, as opposed to student loans. Thus, the colleges appear to be administering their aid programs responsibly by allocating assistance in proportion to need, and by not overburdening disadvantaged students with loans.*

   While none of the schools have adopted written objectives regarding financial aid to minority students, five of the colleges target financial aid outreach efforts to minority communities and also seek minority-specific scholarship donations.

5. *Impact of State Policies*. *Recent budget cuts by the State Legislature in the Higher Educational Opportunity Program (H.E.O.P.) hurt minorities the most, since 70% of the program's enrollees are black or Hispanic. However, since the State simultaneously increased the less restricted "Bundy fund" aid to the colleges with H.E.O.P. programs, it in effect shifted part of the responsibility for assisting disadvantaged students to the individual institutions.*

   The complexity of the financial aid application forms reportedly inhibits disadvantaged families from applying for assistance.

6. *On-Campus Supportive Services*. *The largest support service programs for academically disadvantaged students are the Higher Educational Opportunity Program offices at private institutions and the Educational Opportunity Program offices at public institutions. Thirty-nine percent of the area's black and Hispanic college students are enrolled in these programs. This high percentage raises the question of whether the colleges have become overly dependent on these programs as their source of minority students; i.e., since H.E.O.P./E.O.P. aid is restricted to academically disadvantaged students, any college that lacks other outreach and minority-specific financial aid strategies will not attract high achieving minority enrollees.*

   Some college officials felt that the existing level of support and remedial services provided with H.E.O.P./E.O.P. is inadequate in relation to the level of need.

7. *Minority Representation on Faculties and Staffs*. *At the colleges surveyed, only 4.6% of all faculty and 8.7% of the administrative staff (including custodial and clerical personnel) are black or Hispanic. The percentages vary substantially from school to school.*

   College Affirmative Action Officers believed their Affirmative Action Plans were generally effective, but they were able to identify a number of impediments to minority hiring. Examples included: stiff competition from other employers, budget cuts and declining enrollments, a shortage of black PhD's, etc.

   One college has no affirmative action plan.

Major Recommendations

1. *At a minimum, area colleges should seek to enroll minority students in numbers that reflect their representation in the general population of the Rochester metropolitan area.*

2. *In particular, minority students should be recruited for programs where they are severely underrepresented, such as science, mathematics, medicine and graduate programs.*

3. *All schools should engage in a full range of outreach activities among minority high school students and should seek out minority-specific scholarship donations.*

4. *Financial aid officers should continue to develop financial aid packages for low-income students that rely on loans to a minimum extent.*

5. *Financial aid staff should receive training that sensitizes them to the needs of minority students.*

6. *In light of the shift in some state aid for private schools from categorical H.E.O.P. funds to relatively unrestricted Bundy funds, these colleges should earmark a portion of the latter funds to maintain their H.E.O.P. efforts.*

7. *While schools should continue to attract minority students through their H.E.O.P./E.O.P. programs, they should not rely on these programs as the principal means for minority students to enroll.*

8. *Colleges and universities should continue their efforts to recruit and hire minority faculty.*

9. *A commitment to affirmative action hiring should be made by the top policy makers and administrators at each institution.*

10. *Special attention should be given to the need for minority personnel in admissions, financial aid, and H.E.O.P./E.O.P. offices.*

I. Minority Enrollment and Admissions

Background

The admissions department in a university or college typically plays the major role in recruiting undergraduate students for the institution. Here policies are carried out which keep the supply of students flowing. These policies may maintain or change the characteristics of the student body in the institution. Given the importance of the college or university admissions office in recruiting applicants and selecting students, at least at the undergraduate level, it was decided to survey local admissions offices in the Urban League's study of minority participation in area colleges.

The admissions department usually is responsible for two functional areas: (1) outreach to recruit student applicants, and (2) selection and enrollment of students into the college program. In smaller colleges, admissions personnel also may be responsible for other functions such as financial aid. The student selection process ranges from a highly impersonal computer-checked decision in one school to an admissions committee chaired by the admissions director in others. The admissions office usually has on staff recruitment specialists who do outreach and make site visits to high schools and other places to encourage students to apply to their institutions. Graduate programs tend to recruit students by department rather than through the admissions office.

Some conditions impact on minority students' selection of colleges which may be beyond the immediate control of admissions offices. One young black student who enrolled in a local college here remarked that he was never in the minority until he left home to attend college in Rochester. He had

attended all black public schools and had grown up in a black neighborhood. Black students who responded to a questionnaire at the Rochester Institute of Technology and Monroe Community College mentioned that they feel anxiety in their classrooms and dormitories because they are in the minority and are treated as different by white students and faculty.

The college setting is an appropriate place to learn to deal with these anxieties. Because the admissions staff is likely to be a student's first contact with an institution, presentation have to be carefully planned to demonstrate to potential minority applicants the college's understanding and willingness to help minority students cope with the social anxiety of being in the minority.

Data Collection

A questionnaire was designed to survey area colleges' admissions departments for information on admissions policies and procedures that may impact on minority student applications and enrollments. It also included questions on enrollment and on degrees awarded to minority students. Specific information sought was:

-The number and percent of minority students enrolled in 1978-79 compared to minority enrollments in 1968-69.

-The number and percent of minority students who earned degrees in 1978-79 compared to minority degrees earned in 1975-76.

-The student selection criteria and the selection process, as it relates to minorities.

-Whether institutions establish goals for minority student enrollment.

-The number of minority applicants as a percent of non-minority applicants.

-A student profile by place of residence and by race/ethnicity.

-The extent that recruitment efforts are geared to encourage minority student applications.

The questionnaire was sent to Admissions Directors in eleven area colleges. Although the questionnaire covered a number of items not necessarily maintained by the Admissions Office, the directors were able to obtain the tangential items from other offices to complete the questionnaire. Because graduate programs tend to recruit students, hire staff and deploy resources semi-autonomously, it was decided that a graduate student recruitment survey was beyond the scope of this study.

Every post secondary education institution that receives federal aid had to compile and submit reports to the U.S. Department of Health, Education and Welfare Office of Civil Rights on enrollment by race and on degrees conferred by race. Thus, a convenient and standardized source of data over ten years is available. One institution could not tabulate degrees conferred by race in the last reporting period (1978-79); however, the school had reported this information to HEW, as required, from 1975 through 1978.

Findings

Eight of the ten undergraduate colleges and universities which received questionnaires completed and returned them.[1] Although Wells and St. John Fisher colleges did not complete their questionnaires, some of the enrollment and degrees conferred data are available in HEW reports; these results are also included in the tables below. A verbatim summary of responses to each item in the questionnaire is contained in Appendix A. The reader is encouraged to review these responses.

1. The number of black and Hispanic students enrolled in ten Rochester area undergraduate colleges increased from 1.4% of all students enrolled in these institutions in 1968 to 5.1% in 1978.

   In 1968 only 330 black and Hispanic students were enrolled in these ten schools. By 1978, this number had increased to 1747. Table 1 shows the numbers of undergraduate students in the ten individual schools, as well as comparison figures for New York State and United States.

   Although the percent of black and Hispanic students rose to 5.1% in 1978, minorities were still dramatically underrepresented in this area's colleges. By comparison, the average minority enrollment was 18.2% on campuses in New York State, and 14.6% on campuses nation-wide (Table 1). Further, minority representation in Rochester area colleges is well below their representation in the area's general population, which was 7.8% for the Standard Metropolitan Area in 1970 and an estimated 10% for Monroe County in 1980.[2]

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[1]The following institutions returned the Admissions Questionnaire: Community College of the Finger Lakes, Monroe Community College, Brockport, Geneseo, Hobart William Smith, Nazareth, Rochester Institute of Technology, University of Rochester. Colgate Divinity School, which offers only graduate-level programs, also responded.

[2]Sources: U.S. Census, 1970, and Community Analysis Model, Center for Governmental Research, Inc., 1975.

TABLE 1 UNDERGRADUATE ENROLLMENTS IN 1968 AND 1978 IN TEN AREA COLLEGES - NUMBER OF BLACK AND HISPANIC STUDENTS AND PERCENT OF TOTAL (As Reported to HEW Office of Civil Rights)

	1968			1978		
	Total	B/H	%	Total	B/H	%
Community College of the Finger Lakes	329	9	2.7	1660*	28*	1.7
Monroe Community College	4026	81	2.0	4992	483	7.2
SUC Brockport	4187	77	1.8	7051	473	6.7
SUC Geneseo	3216	21	.6	4468	82	1.8
Hobart-William Smith*	1511	20	1.3	1785	82	4.6
Nazareth	1173	14	1.2	1220	50	4.1
St. John Fisher	1227	7	0.6	1459	41	2.8
Rochester Institute of Technology	3097	48	1.5	7218	320	4.4
University of Rochester	3526	43	1.5	4215	161	3.8
Wells College	594	10	1.7	487	27	5.5
10 Area Colleges TOTAL	22,906	330	1.4	34,555	1747	5.1
New York State TOTAL	366,325	16,571	4.5	660,654	120,239	18.2
US TOTAL	4,819,819	377,932	7.8	8,449,260	1,233,592	14.6

*Includes full time and part time students.

Sources: U.S. Department of Health Education and Welfare, Office of Civil Rights, the ten area colleges provided 1978 data.

Table 2 shows the percentage change in black/Hispanic undergraduate enrollment compared to the percent change in total enrollment in area colleges during the last decade. As would be expected, local colleges reflect the national trend of a slowed rate of growth in the 1970's. The area colleges increased their undergraduate enrollments by 51% during this last decade. Black/Hispanic students increased by 429% in these schools during the same period; yet they are still underrepresented.

2. Most of the increase in minority enrollment occurred by the 1972-73 school year. Table 3 illustrates the proportionate growth in minority student enrollments began to level out. This slowdown in rate of change over time was explained by some college officials as resulting from the reinstitution of some admissions criteria that had been suspended during the peak of the affirmative action efforts.

It was also suggested that many minority enrollees suffered from various forms of relative educational disadvantagement, and that such students present special problems to colleges. Educationally disadvantaged students require special, remedial and support programs which are costly to maintain. The New York State legislature recognizes this burden when it approves the HEOP and EOP allocations[1] each year. However, as colleges began to feel increasing financial pressures during the past decade, there was an inference that they became less inclined to expand remedial programs beyond those financed by the state, and that this deterred many minorities from enrolling.

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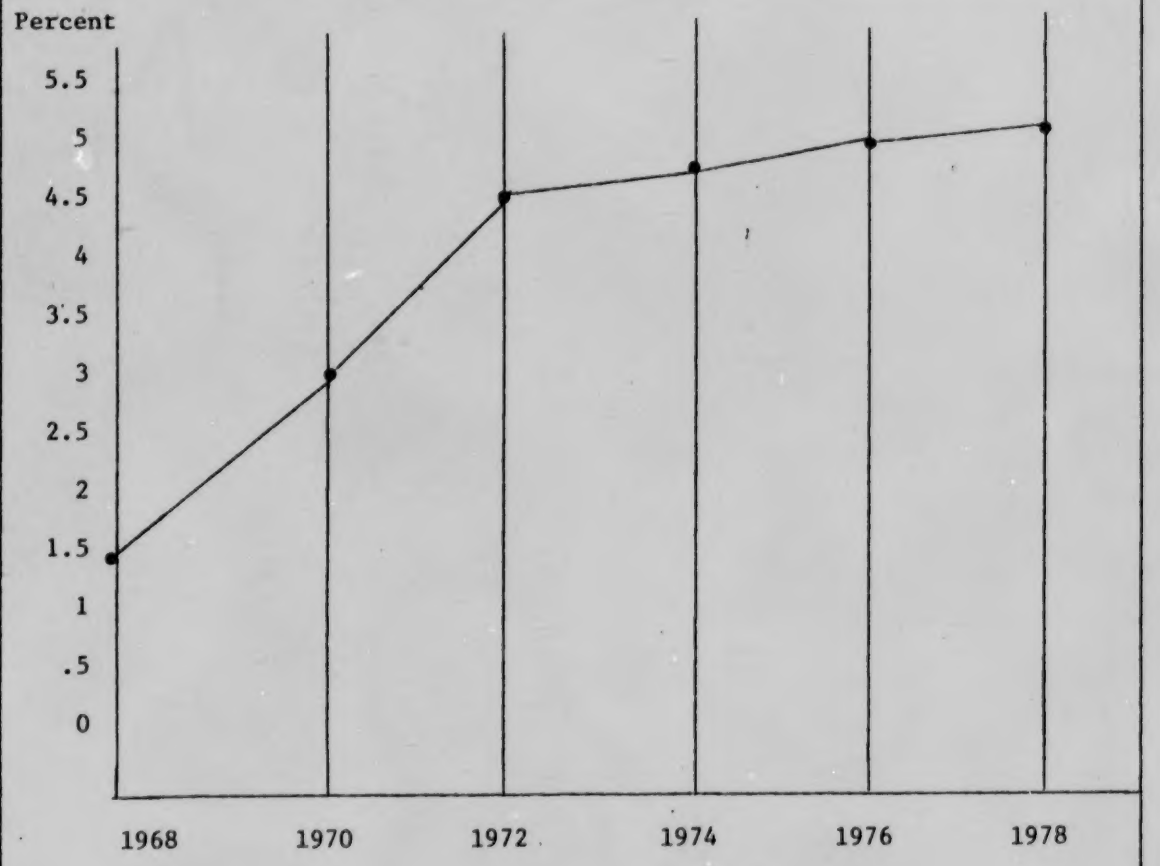
[1] The New York State HEOP (Higher Education Opportunity Program) and EOP (Education Opportunity Program) provide financial assistance directly to students who are both educationally and financially disadvantaged. HEOP also reimburses private colleges and universities for remedial and support services to HEOP students.

TABLE 2 PERCENT CHANGE IN BLACK/HISPANIC UNDERGRADUATE ENROLLMENT AND IN TOTAL UNDERGRADUATE ENROLLMENT IN TEN AREA COLLEGES FROM 1968 TO 1978
(As Reported to HEW Office of Civil Rights)

	Black/Hispanic Enrollment			Total Enrollment		
	1968	1978	% Change	1968	1978	% Change
Community College of the Finger Lakes	9	28	+211%	329	1660*	+405%
Monroe Community College	81	483	+496%	4046	4992	+23%
SUC Brockport	77	473	+514%	4187	7051	+68%
SUC Geneseo	21	82	+290%	3216	4468	+39%
Hobart William Smith	20	82	+300%	1511	1785	+15%
Nazareth	14	50	+257%	1173	1220	+4%
St. John Fisher	7	41	+486%	1227	1459	+19%
RIT	48	320	+567%	3097	7218	+133%
U. of R.	43	161	+274%	3526	4215	+19%
Wells College	10	27	+170%	594	487	-18%
10 Area Colleges TOTAL	330	1747	+429%	22,906	34,555	+51%
New York State TOTAL	16,571	120,239	+626%	366,325	660,654	+80%
U.S. TOTAL	377,932	1,233,592	+226%	4,819,819	8,449,260	+75%

*Data includes full and part time students.

Table 3 BLACK/HISPANIC UNDERGRADUATE ENROLLMENT AS PERCENT OF TOTAL IN TEN ROCHESTER AREA COLLEGES: 1968-1978



Source: U.S. H.E.W. Office of Civil Rights

3. <u>There was no increase in the number of full time minority students enrolled in area graduate programs between 1970 and 1978</u>. There was a 31% increase in total full time graduate enrollment in these programs. Table 4 displays full time graduate enrollments by race in area colleges since 1970. Graduate enrollment trends are more difficult to analyze than undergraduate trends because there are fewer schools offering graduate programs, and because of large fluctuations in total numbers in some schools. As mentioned above it would be necessary to survey graduate programs separately and in greater detail to discover the rate that students are entering and completing graduate programs. This initial survey shows a pronounced need for a closer look at local graduate programs.

Table 4

FULL TIME GRADUATE ENROLLMENT IN AREA COLLEGES BY RACE

	1970		1972		1974		1976*		1978	
	Total	B/H	Total	B/H	Total	B/H	Total	B/H	Total	B/H
Brockport	159	3	204	19	289	35	557	54	245	18
Geneseo	277	10	258	18	270	1	446	29	198	1
Nazareth							250	1	21	1
RIT	125	2	140	1	83	2	1182	26	240	11
U. of R.	1394	38	1498	38	1629	24	NA	NA	2023	34
Colgate Divinity	255	36	NA	NA	20	4	45	2	188	25
Area Total	2210	89	2100	76	2291	66	2480	112	2915	89
B/H as % Total		4%		3.6%		2.9%		4.5%		3%
NYS Total	38,644	1936	41903	2824	42,531	3019	118,320	10,200	169,233	10,154
B/H as % Total		5%		6.7%		7.1%		8.6%		6%
U.S. Total	392,362	21,164	406,093	27,274	398,326	28,216	1,085,131	89,542	1,001,230	87,107
B/H as % Total		5.4%		6.6%		7%		8.2%		8.7%

B/H = Black or Hispanic

* 1976 data include full time and part time students excepting Nazareth which is full time only.

Source: U.S. Department of Health Education and Welfare, Office of Civil Rights; and 1978 data from individual schools. Year to year irregularities in the 1970-76 data for some schools (eg., Colgate) were not explained by HEW.

4. In 1975-76, only about 4% of all Bachelors Degrees conferred by area colleges were earned by black or Hispanic students, and this percent appeared to be declining. Over half of the degrees awarded to minorities in this area were at Brockport. However, their numbers declined substantially at Brockport after 1975-76. Variable trends were apparent at other colleges from 1976 to 1979, with RIT doubling the number of degrees awarded to minorities, small proportionate gains at Hobart and Geneseo, and declines at the U. of R. and Nazareth (Table 5).

The decline was probably related to the leveling out in minority enrollments that occurred after the 1972-73 school year. Other factors may contribute to minority student dropouts. Because the number of minority students enrolled remained constant after the 1972-73 school year, the pool of minority students eligible to graduate four years later is not likely to increase either.

Table 5 shows the date available on bachelor degrees conferred. The federal government began requiring this information in 1975-76, and will be collecting it every even numbered school year thereafter. Thus it will be available for the 1976-77 and the 1978-79 school years at some point in the future. Most of the schools were able to provide the Urban League with their reported numbers directly.

Table 5 BACHELORS DEGREES CONFERRED BY AREA COLLEGES BY RACE/ETHNICITY

	1975-76			1976-77			1978-79		
	Total	Black/ Hispanic	% B/H	Total	Black/ Hispanic	% B/H	Total	Black/ Hispanic	% B/H
Brockport	1796	134	7.5	1613	60	3.7	1742	61	3.5
Geneseo	1091	12	1.1	1000	9	0.9	903	12	1.3
Hobart Wm. Smith	375	15	4.0	NA	NA	-	366	17	4.6
Nazareth	266	13	4.9	260	13	5.0	290	7	2.4
St. John Fisher	341	6	1.8	NA	NA	-	NA	NA	-
RIT	1296	27	2.1	1385	54	3.9	1466	NA	-
U. of R.	1191	32	2.7	872	22	2.5	1003	20	2.0
Wells	111	3	2.7	NA	NA	-	87	3	3.4
Area Total	4830*	209*	4.3	3745	104	2.8	4391*	120*	2.7
NYS Total	85,155	7605	8.9	NA	NA	-	NA	NA	-
US Total	918,388	77,086	8.4	NA	NA	-	NA	NA	-

*RIT and St. John Fisher are excluded from these totals to make the percentages comparable.

Sources: U.S. Department of Health Education and Welfare, Office of Civil Rights; individual colleges/ universities provided the 1978-79 data.

Table 6 1972-73 UNDERGRADUATE ENROLLMENT COMPARED TO 1975-76 BACHELOR DEGREES CONFERRED BY RACE IN ROCHESTER AREA COLLEGES.

	1972-73 Enrollment				1975-76 Degrees Conferred				Degrees Conferred (1975-76) As Percent 1972-73 Enrollment		
	Black/Hisp.		Non B/H	Total	Black/Hisp.		Non B/H	Total			
	#	%	#	#	#	%	#	#	B/H	Non B/H	Total
Brockport	465	6.3	6752	7217	134	7.5	1662	1796	28.8%	24.6%	24.9%
Geneseo	157	3.6	4054	4211	12	1.1	1079	1091	7.6	26.6	25.9
Hobart Wm. Smith	82	5.1	1516	1598	15	4.0	360	375	18.3	23.7	23.5
Nazareth	24	2.1	2116	2140	13	4.9	253	266	54.2	12.0	12.4
St. John Fisher	52	3.9	1281	1333	6	1.8	335	341	11.5	26.1	25.6
RIT	96	2.2	4042	4138	27	1.8	1269	1296	28.1	31.4	31.3
U. of R.	234	5.1	4218	4452	32	2.7	1159	1191	13.7	27.5	26.7
Wells	21	3.6	553	574	3	2.7	108	111	14.3	19.5	19.3
Total	1131	4.6	24,532	25,663	242	3.7	6225	6467	21.4	25.4	25.2
New York State	59,942	11.9	414,870	474,812	7,605	8.9	77,550	85,155	12.7	18.9	17.9
U.S.	595,574	10.5	4,947,630	5,543,204	77,086	8.4	841,302	918,388	12.9	17.0	16.6

Source: U.S. Department of Health, Education and Welfare, Office of Civil Rights; and area colleges and universities.

5. The completion rate of minority students appears to be slightly lower than the completion rate of non-minority students in area undergraduate programs. Table 6 juxtaposes undergraduate enrollment in 1972-73 and allows for a rough comparison between minority and non-minority students successfully completing bachelor degree programs. Table 6 establishes an indicator of the successful completion of undergraduate programs by dividing the number of bachelor degrees conferred in 1975-76 by the total number of undergraduate students enrolled four years earlier in 1972-73. Nationally this ratio is 16.6%; locally it is 25.2% of all students.

   The discrepancy between the minority rate and the non-minority rate is most noticeable at Geneseo, St. John Fisher, Nazareth, and the University of Rochester. With the exception of Nazareth, minority students at these schools appear to have a lower success rate than non-minority students. Nazareth presents a much different image where the ratio of minority B.A.'s to minority enrollment is 54.2% compared to only 12% for non-minority students. The Black Studies Program at Brockport may contribute to the higher rate of minority students completing degree programs there.

6. Of all Master and Doctoral Degrees conferred by area colleges, 3.3% and 3.6% went to minority students in 1975-76 and 1978-79 respectively. See Table 7.

Table 7 MASTER AND DOCTOR DEGREES CONFERRED BY AREA COLLEGES BY RACE 1975-76 AND 1978-79 (AS REPORTED TO HEW OFFICE OF CIVIL RIGHTS)

	1975-76			1978-79		
	Total	B/H	%	Total	B/H	%
Colgate Roch. Div.	10	1	10%	53	10	18.9%
SUC Brockport	313	31	9.9%	335	38	11.3%
SUC Geneseo	250	2	0.8%	213	1	0.5%
RIT	333	4	1.2%	382	NA	-
U. of R.	712	17	2.4%	769	17	2.2%
Nazareth	407	11	2.7%	358	11	3.1%
Area Colleges Total	2025	66	3.3%	2110*	77	3.6%
NYS Total	27,284	3038	11.1%	NA	NA	-
U.S. Total	343,050	43,611	12.7%	NA	NA	-

*RIT is excluded from this total.

Sources: U.S. Department of Health, Education and Welfare, Office of Civil Rights; and area colleges and universities.

7. Of the Associates Degrees conferred by three area colleges, 3.2% were awarded to minority students in 1975-76. See Table 8.

8. The student selection criteria and the student selection process do not exclude students based on race or ethnicity in any of the schools surveyed. All schools reported having admissions objectives amended within the last ten years, except Nazareth College and Colgate Rochester Divinity School. Of the later two, one indicated that it actively recruits in the minority community and one has developed tentative objectives regarding enrollment of blacks. All schools responding to the Urban League's questionnaire have equal opportunity statements incorporated in their admission policies.

   Professors and administrative staff at one prestigious local institution stated that the institution had "jumped on the civil rights bandwagon" in the late 1960's and early 1970's and had recruited black students from non-traditional (non-middle-class) backgrounds. Once this new population was on campus, it became evident that the institution did not have programs in place to address the special needs of these students, and that the students would not survive in the institution without such programs. This institution opted to readjust its admissions criteria and alleviate the problem by reducing the number of students with special needs.

9. No school reported having articulated minority student enrollment goals. This is not surprising given the legal climate after the Bakke court case challenging admissions quota systems.

Table 8 ASSOCIATES DEGREE CONFERRED IN 1975-76 AND 1978-79 IN AREA COLLEGES

	1975-76			1978-79		
	Total	B/H	%	Total	B/H	%
CCFL	340	0	0.0	417	8	1.9
MCC	1888	84	4.4	1646	71	4.3
RIT	1088	22	2.0	953	NA	-
Total	3316	106	3.2	-	-	-

Table 9 STUDENT APPLICANTS BY RACE 1979-80

	Total Number	Percent black/Hispanic
MCC	6758	15.9%
Nazareth (undergraduate)	874	8.3%
RIT (undergraduate)	5684	4.5%
Colgate Divinity (graduate)	86	33.7%
Hobart Wm. Smith	1619	2.7%

10. Five of the nine responding schools maintain a record of applications by race/ethnicity. Table 9 shows the total number of applicants and percent black/hispanic applicants for these five schools during the most recent academic year.

    These five schools are to be commended on their administrative capacity to maintain applicant information by race and ethnicity. Information of this type is basic to assessing the institution's successful outreach efforts in the minority community. The minority applicant percentages roughly correspond to the minority enrollment percentages at four of the institutions, and as such illustrate the importance of generating minority applicants.

11. Out-of-state students represent an untapped potential source of minority students for private institutions that now pull applicants across state boundaries. Private institutions account for most of the out-of-state student population. Nazareth, RIT and Colgate Divinity School, respectively, had 10.7%, 11.1% and 13% of their student populations enrolled as non-New York State residents. Only Nazareth and Colgate Divinity were able to identify the minority students among their non-resident population. Nazareth reported no minority students among their out-of-state population, and Colgate Divinity reported that 16 out of 25 non-New Yorker students were minority students in the 1979-80 school year.

12. Only four schools employ minorities in a professional capacity in their full time admissions positions. These are the four schools with the highest percentages of minority students enrolled. Because the admissions office is charged with student recruitment in general, and usually with minority recruitment responsibilities as well, this is an

office that would do well to seek capable, minority employees. These employees would have responsibility for conducting outreach activities among the minority population and have special capabilities to successfully carry out such activities.

Information submitted in the questionnaire response is too vague to draw any specific conclusions about where admissions staff recruit students. However, white staff members in one admissions office did say that they feel they are ineffective at recruiting students in predominantly minority high schools. Only MCC listed recruitment locations in detail. Hobart and William Smith colleges recruit minority students through their Minority Affairs Office; the director, a black, visits urban center schools across the state. Nazareth respondents mentioned that they recruit in every Rochester city high school and in high schools through out New York State located in areas of high minority population. RIT has one part time minority staff person responsible for recruiting minority students around the country.

Recommendations

1. Colleges and universities should enroll minority students in numbers that reflect the population of the Rochester SMSA, at a minimum.

2. Minority students should be recruited for programs where they are severely underrepresented, such as the science, math, medicine and graduate programs.

3. Colleges and universities should maintain information on minority student drop-outs as compared to non-minority student dropouts to evaluate and improve the effectiveness of their programs for their minority students.

4. Colleges and universities should maintain student application data by race and ethnicity in order to evaluate the effectiveness of their efforts to recruit black and Hispanic students. They should adjust their recruitment efforts when necessary to increase minority applicants.

5. Admissions offices should hire black and Hispanic counselors and recruitment officers who are effective at conducting outreach activities among the minority populations.

6. Colleges and universities that enroll large numbers of out-of-state students should actively recruit minority students from out-of-state as well.

II. Financial Aid Programs for Minorities

Background

In the 1950's when the Soviets sent Sputnik to orbit the moon, pressure built in the U.S. to produce the best scientists in the world. Congress began channeling money to this end. The National Student Defense Loan Program (NSDL) was created to entice students into the teaching profession.[1] The name was later changed to Nation Direct Student Loan Program (NSDL), presumably to reflect the changing purpose of federal aid to college students.[2]

In the 1960's, the civil rights movement added another objective to federal student aid program--that of assuring poor minority students equal access to post secondary education. These government financial aid programs are responsible for a substantial increase in minority students enrollment over the past twenty years. Minority students tend to be disportionately represented as recipients of these financial assistance programs for the obvious reason that the minority population has historically been concentrated at the lower end of the economic scale in America.

Thus financial aid to post secondary students is an issue of particular concern to the minority community. Unfortunately, skyrocketing educational costs and inflation are even threatening middle income family plans and savings for college. This group also has been agitating to expand income criteria for federal student aid to relieve their financial burden for post secondary education, thus increasing the competition for existing resources.

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[1]The National Defense Student Loan program was authorized by Title II of the National Defense Education Act of 1958.

[2]The National Direct Student Loan program was one of several authorized by Title IV of the Higher Education Act of 1965.

This study looked at five major federal student financial aid programs, several state aid programs, and college specific financial aid in eight Rochester area colleges and universities. A brief description of the federal and state aid programs appears below.

Major Federal Programs:

NATIONAL DIRECT STUDENT LOANS (NDSL) can be awarded by college financial aid officers to undergraduate or graduate students enrolled at least half-time. Loan amounts are determined by the college, within federally set limits. No interest is charged during school or for nine months afterwards or during military service. During repayment, interest of three percent is charged on the unpaid balance. Loan principal can be forgiven for borrowers who enter specified types of service after leaving college.

BASIC EDUCATION OPPORTUNITY GRANTS (BEOG) are awarded under an entitlement formula directly to students by the federal government. Grants can vary from $200 to $1,800 a year, depending on college costs and an eligibility index that the federal government calculates, based on such factors as family income and assets, size of family and number of post-secondary students. Income eligibility limits were raised under federal laws in 1978. In recent years more than one-quarter of all full and part-time post-secondary students in New York qualified. Requirements, additional to financial need, are enrollment as an undergraduate at least half-time at an eligible institution, and citizenship or certain other status. Grants can be made for up to four years, or five years in remedial or other five-year programs. The BEOG grant can be used for tuition and other educational expenses such as room and board.

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG) are awarded by college financial aid officers, from federal funds, to students with exceptional need. Grants can vary from $200 to $1,500 yearly for up to five years. The college must match the grant. Grants can go only to undergraduates enrolled at least half-time.

COLLEGE WORK-STUDY (CWS) can be awarded by college financial aid officers to undergraduate or graduate students enrolled at least half-time. It provides the student a job on or off campus with a non-profit agency, up to 40 hours weekly.

A GUARANTEED STUDENT LOAN (GSL) is a 7 percent loan made by a lender such as a bank, credit union, or savings and loan association to help pay for education after high school. These loans are insured by either the Federal Government or a State guarantee agency. In contrast to the other U.S. Education Department programs, eligibility for a GSL is not based on family financial status. An undergraduate, can borrow up to $2,500 a year. A graduate, can borrow up to $5,000 a year. The total GSL debt allowed outstanding as an undergraduate is $7,500. The total for graduate or professional study is $15,000, including any loans made at the undergraduate level.

New York State Programs:

THE TUITION ASSISTANCE PROGRAM (TAP) is a grant from the state toward college tuition. It is not repayed. There are more than 300 institutions in the state, offering 15,000 programs, where the TAP awards may be used. Awards to undergraduates range from $200 to $1,800 per year. Eligibility for an award includes:

-Study full-time (12 credits a semester)
-Have a family income not exceeding the limits
-Be a resident of New York
-Be a U.S. citizen or resident alien or refugee
-Matriculate in an approved program
-Be in good academic standing
-Be charged tuition of $200 a year or more
-Have no debt from a defaulted student loan ;

THE HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP) assists undergraduate students of independent colleges and universities who are state residents and who are both educationally and economically disadvantaged. Awards vary with need up to $1,500 per year.

THE EDUCATION OPPORTUNITY PROGRAM (EOP) is similar to HEOP, but is assists state residents who are enrolled at two and four year SUNY schools. Awards vary with need up to $2,200 per year.

College Discretionary Funds:

In addition to public funds available to students attending government accredited schools, each college and university also has a portfolio of financial resources which is dispersed among students attending that institution. Criteria for giving these funds to students are established by the institution at its own discretion, unless the fund donor has specificed criteria for awarding it.

Data Collection

The financial aid section of the Urban League's survey of minorities in area colleges was undertaken with the following questions to be answered:

1. How many students enrolled in the college/university receive some sort of financial aid, and what percentage of those receiving aid are black or Hispanic?

2. What proportion of the student financial aid package is comprised grants (scholarships), what proportion is comprised by loans, what proportion is work study, and do these proportions differ between minority students and white students?

3. Does the financial aid office take special affirmative steps to involve minorities in the institution, such as providing scholarships specifically for minority students, targeting outreach activities to draw minority students, or hiring minority staff in the financial aid office?

Because time and staff limitations precluded personal interviews, a questionnaire addressed to college financial aid directors was developed to obtain the needed information. Eight institutions out of twelve returned the questionnaires. A verbatim summary of responses to each item on the questionnaire is provided in Appendix B. The reader is invited to review these responses and draw his own conclusions. Any discussion about financial aid services offered by the schools must be approached with caution, due to definitional differences among schools and due to incomplete responses on the questionnaires.

Unfortunely, data on financial aid recipients by race is no longer collected routinely by the federal government. Colleges receiving federal funds were required to report their program recipients by race only through the 1977-78 school year. No reason could be found for the federal decision to drop race from the reporting forms, although several HEW employees speculated that the reason was to reduce red tape and record-keeping required of federal aid recipients. While information about the economic status of students is important to determine whether student financial aid dollars are going to the most deserving students, race and ethnicity of financial aid beneficiaries continues to be important also.

The Department of Education has indicated that it may ask colleges for an ethnic breakdown of financial aid in any given year. Whether colleges will continue to collect this information internally, to be prepared in the event that they are asked to produce it, is open to speculation. It was not readily available for this Urban League study. Most colleges were able to retrieve some financial aid information by race through manual counts and estimates.[1]

Findings

1. Proportionately more black and Hispanic students than white students receive financial aid in the schools studied. Table 10 compares college enrollment to student financial aid recipients by race in the 1978-79 school year. At Hobart and William Smith Colleges, for instance, 9.2% of all students receiving financial aid were black or Hispanic while only 4.6% of the total student enrollment was black or Hispanic that year.

   The difference is most marked at Colgate Rochester Divinity School where 30.6% of financial aid students were black/Hispanic whereas 13.3% of the student enrollment was black/Hispanic. A financial aid staff person at Colgate Divinity said during a telephone interview that they expect to develop financial aid packages with fuller institutional support to their students who come from small or storefront churches. These churches are usually less able to raise scholarship money than are established denominations or large congregations. This problem affects

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[1] The University of Rochester, Nazareth, and Community College of the Finger Lakes did not complete the Urban League survey for financial aid totals by race. Colgate Divinity and RIT made a hand tally of minority students receiving aid, but did not have capacity to calculate the total number of students receiving aid in each category of aid.

Table 10 PERCENT BLACK/HISPANIC STUDENT ENROLLMENT AND FINANCIAL AID RECIPIENTS IN AREA COLLEGES.

	ENROLLMENT 1978-79			Full time undergraduates and graduate students receiving partial or complete financial aid. 1978-79		
	Total	B/H	%B/H	Total	B/H	%B/H
CCFL	1316	25	1.9%	N/A	N/A	N/A
MCC	4992	483	7.2%	2591	331	12.8
SUC Brockport	7296[a]	491	6.7%	7388[a]	529	7.2%
SUC Geneseo	4666	83	1.8%	3400[b]	110[b]	3.2%
H. Wm. Smith	1739	80	4.6%	806	74	9.2
Nazareth	1241	51	4.1	N/A	N/A	N/A
St. John Fisher	1459	41	2.8	N/A	N/A	N/A
RIT	7458	331	4.4	N/A	267	N/A
U. of R.[c]	4215	161	3.8	3221	N/A	N/A
Wells	487	27	5.5	300	19	6.3
Colgate Divinity	188	25	13.3	62	19	30.6
TOTAL[d]	19,368	1189	6.1%	14,547	1082	7.4%

a. SUC Brockport financial aid figures include all full time students enrolled at any time during the full calendar year, while the school enrollment figures are only the "Fall head count" of students and exclude spring and summer new enrollees. This explains why more students appeared to receive financial aid than were enrolled in school.
b. Estimated figures.
c. Undergraduate students only.
d. Totals include only those schools with all items completed (MCC, Brockport, Geneseo, Hobart William Smith, Wells and Colgate Divinity).

black students in particular. Colgate Divinity School's response to the problem is born out by the figures. The financial aid policy impacts favorably on minority students.

No school financial aid office has said that they have adopted a policy which treats minority students separately. Therefore, this proportionately larger number of minority students receiving aid may be due primarily to their economic situations.

2. A larger percent of black and Hispanic students received grants and scholarships than received loans and work study aid. Table 11 shows the numbers and percents of black and Hispanic students receiving financial assistance. The assistance is divided into three categories: grants, loans and work study. While 7.5% of all students receiving financial aid were black or Hispanic, 12.0% of the grants, 7.8% of the loans, and 8.5% of the work study slots were given to blacks or Hispanics.

It was intended that further analysis of financial aid would be performed on the questionnaire responses to look at the types of aid that minority students received compared to other students. For example, what percentage of the dollars in a black or Hispanic students's financial aid package consists of work study? The lack of data precludes all but a cursory analysis, tied to numbers of students rather than to dollar amounts of aid.

An illustration of fuller support for neediest students was found at RIT. RIT caps the loan portion of a HEOP student's financial aid package at $500, and excludes work study from the financial aid package. It is felt that because HEOP students are educationally disadvantaged, they should not be asked to take time away from their study schedule to work during

Table 11 STUDENTS RECEIVING GRANTS/SCHOLARSHIPS, LOANS, AND WORK STUDY AID BY RACE 1978-79*

		Grants 1 Scholarships		Loans 2		Work Study 3		Unduplicated 4 Total	
		B/H	White	B/H	White	B/H	White	B/H	White
MCC	#	745	4412	174	874	139	313	331	2260
	% of Total	14.4%	85.6%	16.7%	83.3%	30.7%	69.3%	12.8%	87.2%
Brockport	#	1354	7806	370	3500	165	1926	529	6859
	% of Total	14.8%	85.2%	9.6 %	90.4%	7.9%	92.1%	7.2%	92.8%
Geneseo	#	126	3490	43	2684	5	861	110	3290
	% of Total	3.5%	96.5%	1.6%	98.4%	0.6%	99.4%	3.2%	96.8%
H. Wm. Smith	#	83	1134	68	494	42	611	74	732
	% of Total	6.8%	93.2%	12.1%	87.9%	6.4%	93.6%	9.2%	90.8%
Nazareth	#	141	1279	32	633	23	351	62	760
	% of Total	9.9%	90.1%	4.8%	95.2%	6.2%	93.8%	7.5%	92.5%
RIT	#	554		183		54		267	
	% of Total								
Colgate Divinity	#	25	71	9	22	7	27	19	43
	% of Total	26.0%	74.0%	29.0%	71.0%	20.6%	79.4%	30.6%	69.4%
ALL SCHOOLS	#	2474	18,192	696	8207	381	4089	1125	13,944
	% OF TOTAL	12.0%	88.0%	7.8%	92.2%	8.5%	91.5%	7.5%	92.5%

1. Includes BEOG, SEOG, TAP, HEOP/EOP, other grants and institutional scholarships.
2. Includes and federally insured loans.
3. Include college work study and institutional work study.
4. Students may be counted more than once in all categories except for the unduplicated total category.

* Derived from responses to question 3 of the Financial Aid Questionnaire. See appendix for summary of responses.

the school year. Unfortunately, this policy was to be revised to adjust for the 2% state budget cut to HEOP for 1980-81.

Another explanation for the proportionately larger number of grants going to minority students, compared to loans and work study is the fact that historically poor students (a circumstance more prevalent among minority students) have fewer economic resources to draw on to finance college.

In times of economic crisis, a middle income family will feel a financial pinch and even expect to go into debt to pay for college. However, usually collateral is available to a middle income family, in the form of property or budgeted extras such as vacation funds that can be used for education. A historically poor family, on the other hand, does not have these resources to draw on, and is furthermore reluctant to extend their credit for something as intangible and long term as an education. Very often, a family crisis in a poor family will make it necessary for the college student to drop out of school. Education loans due within nine months of dropping out become a more difficult burden to a historically poor family or student.

Another area to analyze in the future is the individual college discretionary funds. If detailed information were available on which students are drawing financial assistance from this source, then some insights would be gained as to the school's use of this money. For example, is it used to bring more minority students on campus, to entice middle or upper income students to the school, or to achieve some other policy objective?

3. None of the eight schools responsing to the questionnaire have adopted written objectives regarding financial aid to minority students; one respondent did report that minority students are not normally asked to take out loans unless they exceed certain income limits.

4. Five out of eight schools said that they seek minority-specific scholarship donations; however, only RIT reported offering large numbers of minority scholarships, totalling $76,408.

5. Five out of eight respondents reported targeting their financial aid outreach efforts to the minority community. The nature of this survey permits only a general overview of the extent to which financial aid offices are making an effort to reach minority students during the pre-admissions process. While outreach activities are usually a direct responsibility of the school admissions office, the financial aid resources available to a student clearly are a factor in the potential student's decision to consider attending college in the first place. The questionnaire asked several questions in an effort to assess this dimension. Outreach is usually done in cooperation with the HEOP/EOP office and the admissions office. However, the responses were too general to evaluate the level of commitment of this goal, or the extent to which these special outreach efforts were successful.

6. Four out of eight respondents have a minority staff member in their financial aid office. The University of Rochester declined to give this information, and three other schools--Geneseo, Hobart-William Smith and Nazareth--reported no minorities on staff in financial aid. Out of 47.5 financial aid employees at the reporting institutions, 6.5 or 13.8% are minority.

Several other findings emerged from this questionnaire:

7. The New York State legislature cut the Higher Education Opportunity Program (H.E.O.P.) budget by 2% for this year (1980-81), a cut that will hit minority students hardest. Seventy percent of the HEOP students in area colleges are black or Hispanic. At the same time that it cut the HEOP budget, the legislature increased the so-called "Bundy fund" by 40% over the 1979-80 allocation. The Bundy fund is a New York State aid fund for private colleges and is not tied to a specific purpose, as are most government subsidies. Rather, it goes into the college general fund, to be used at the college's discretion.

8. An impediment working against economically disadvantaged students who are most deserving of financial aid is the application process. One financial aid director mentioned that the poorest students usually do not comply in filling out necessary forms on a timely basis while middle-and-upper-income applicants are quick to fill out and file financial aid application forms. That director suggested that poor students' families are insecure about how the information will be used and therefore are reluctant to fill out the application forms.

Recommendations

1. Schools should routinely maintain information about the race/ethnicity of their financial aid recipients in order to monitor aid to minorities.

2. Financial aid offices should identify students from historically low income families and should continue to develop financial aid packages for them that rely on loans to a minimum extent. Because a disproportionately large number of minority students are historically poor, this type of policy benefits minorities.

3. Schools should actively seek minority-specific scholarship donations for minority students attending their schools.

4. Portions of general revenue sources for private colleges, such as "Bundy Fund" allocations, should be specifically earmarked by the colleges for minority and disadvantaged student programs. In addition, efforts aimed at preserving the state funding levels of H.E.O.P., and related programs should be actively encouraged. In light of the State's reduction of the H.E.O.P. budget, accompanied by an increase in the Bundy Fund, it would be appropriate for institutions to earmark more of the latter funds to help maintain H.E.O.P.

5. Financial aid directors should continue and where possible increase their efforts to seek out opportunities to talk with teachers, counselors and parents of minority high school students in order to make them aware of the potential scholarships, grants and loans available, and of the importance of the application form.

   This could be accomplished in part through an annual workshop targeted to minority parents whereby assistance, information and encouragement is offered to aid them in filling out financial aid forms.

6. Financial aid staff should receive training that sensitizes them to needs of minority students and should develop models for dealing with minority students' and parents' financial concerns.

III. ON-CAMPUS SUPPORTIVE SERVICES FOR MINORITY AND LOW INCOME STUDENTS

Background

New York State recognizes the special needs of some low income students who in addition to lacking financial resources to attend college, also lack educational skills necessary to compete in the college arena. The state legislature has authorized four programs to meet the needs of students who are both academically and financially disadvantaged.[1] One program, named the Educational Opportunity Program (EOP), was established in 1967 as part of the State University of New York (SUNY). It assists disadvantaged students who attend a state campus or a community college, and serves over 11,000 students each year. Administrative funds for the program come from the State University of New York (SUNY).

Another similar program was established in 1969 for students attending independent colleges and universities in New York State. Called the Higher Education Opportunity Program (HEOP), it is administered by the New York State Education Department. Over 5,500 full time equivalent students are enrolled in the HEOP program.

Both HEOP and EOP provide supportive services which help academically and economically disadvantaged students to enroll and succeed in higher education in New York State. The services include direct financial assistance, remedial and developmental courses, tutoring, counseling, and special admissions criteria.

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[1]The four programs are: College Discovery (CD); Search for Education, Elevation and Knowledge (SEEK); Education Opportunity Program (EOP); and Higher Education Opportunity Program (HEOP).

In addition to the financial assistance awarded to HEOP/EOP students, colleges and universities, other than community colleges, receive funds directly under these two programs, to develop and provide the counseling and tutoring services to their HEOP/EOP students.

Allocations are based on numbers of program students enrolled at a given college or university. The total HEOP program expenditures in 1977-78 amounted to $35,760,789. New York State contributed 21% of that amount, the institutions contributed 17% and the remainder came from federal and other sources. The state's contribution decreased by 2% from the previous year (76-77).[1] The state legislature decreased the HEOP allocation again by 2% for the 1980-81 school year.

Students entering HEOP/EOP programs are academically disadvantaged. Schools will waive their admissions standards for HEOP/EOP students. Criteria such as past high school performance, type of diploma received and standardized test scores would otherwise preclude these students from being accepted in a college. Data from the State Education Department for 1976-77 show 80% of all opportunity program students averaged below an 80% grade in high school, and 77% were in the lower three fifths of their high school graduating class.[2]

Data Collection

Because these two New York State Opportunity Programs can be and are a means of access for a large percent of minority students to enter post secondary schools, it was decided to include the HEOP/EOP programs in the Urban League's survey of area colleges. The survey instrument was designed to find:

1. The student profile of HEOP/EOP enrollees by race.

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[1]"Annual Report Higher Education Opportunity Program 1977-78," page 5.
[2]"New York State Programs of Postsecondary Opportunity, 1976-77, Summary of Reports, Analysis, and Regents Recommendations," The University of the State of New York, State Education Department, Albany, New York 12230. pp 19-21.

2. What percentage of the total number of black/Hispanic students are enrolled as HEOP/EOP students.

3. The racial/ethnic profile of HEOP/EOP staff.

4. What role HEOP/EOP plays in recruiting minority students to the institution.

5. How adequate the financial aid is to HEOP/EOP students.

6. Any problems HEOP/EOP staff encounter when helping opportunity students on their campuses.

Data collection was accomplished through an Urban League questionnaire which was sent to the HEOP/EOP program directors in ten area colleges. Eight were completed and returned. Although Wells and St. John Fisher did not respond, the League was able to obtain some information about these schools from other sources, and this is included in the findings wherever possible.

The questions and each institution's response appears in Appendix C, and the reader is encouraged to review these.

Findings

During personal interviews with area college affirmative action officers and in other sections of this Urban League study, school personnel referred to their HEOP/EOP program as "the institutions' minority student program," apparently viewing them as one and the same. This assumption belies some unfortunate stereotyping. It suggests that minority students are all poor and academically disadvantaged. Such an assumption falsely relieves the regular school staff of having to deal with larger integration issues. It also discounts the fact that non-minority students are served by HEOP/EOP too. And finally, many minority students who are economically

disadvantaged do have outstanding academic records. These students are not eligible for HEOP/EOP programs. A school that uses its state-supported opportunity program as the main vehicle to increase its minority enrollment risks limiting its minority student population to those who are academically disadvantaged.

Specific findings from the questionnaire to HEOP/EOP directors are as follows:

1. Two thirds of the HEOP/EOP students enrolled in nine area colleges/universities were black or Hispanic in the 1979-80 school year. This percent was slightly higher in independent schools (70%) than in New York State schools (65.6%). Table 12 displays the numbers and percents of HEOP/EOP students by race/ethnicity.
2. Nearly forty percent of all black/Hispanic students enrolled in area colleges and universities were enrolled as HEOP or EOP students in the 1979-80 school year. The percent was lower in independent colleges (32.6%, compared to state colleges (42%). Thus a substantial number of minority students are entering local post secondary education institutions through the HEOP/EOP programs. Table 13 illustrates these percents for nine area colleges.
3. Sixty-four percent, (16) of the full time HEOP/EOP office employees are black, none are Hispanic. Thirty-two percent of the HEOP/EOP part-time employees are minority (15 black and 4 Hispanic).

Table 14 details this information for the eight schools that returned questionnaires.

Table 12 HEOP/EOP STUDENT PROFILE IN NINE ROCHESTER AREA COLLEGES
1979-80

FULL TIME	Black #	Hispanic #	Bl/His. % of Total	Other #	Other %	Total #
CCFL	20	4	25.3%	71	74.7%	95
MCC	174	17	83.0%	39	17.0%	230
Brockport	246	31	69.4%	122	30.6%	399
Geneseo	35	7	46.1%	49	53.9%	91
EOP (State Colleges) Total	475	59	65.6%	281	34.4	815
H. Wm. Smith	24	9	78.6%	9	21.4%	42
Nazareth	28	4	76.2%	10	23.8%	42
St. John Fisher	19	5	82.7%	5	19.3%	29
RIT	83	13	71.1%	39	28.9%	135
U. of R.	22	8	50.8%	29	49.2%	59
HEOP(Private Colleges) Total	176	39	70.0%	92	30%	307
Grand Total	651	98	66.8%	373	33.2%	1122

Source: area colleges

Table 13	OPPORTUNITY PROGRAM ENROLLMENTS COMPARED TO FULL TIME ENROLLMENT BY RACE/ETHNICITY 1979-1980					
	Black/Hispanic			Other		
	Total	(H)EOP	(H)EOP as % of Total	Total	(H)EOP	(H)EOP as % of Total
CCFL*	28	24	84.7	1157	71	6.1
MCC	586	191	32.6	4491	39	0.9
Brockport	568	277	48.8	6185	122	2.0
Geneseo	88	42	47.7	4563	49	1.1
EOP TOTAL	1270	534	42.0	16,396	281	1.7
Hobart Wm Smith	92	33	35.9	1764	9	.5
Nazareth*	50	32	64.0	1170	10	.8
St. John Fisher*	41	24	58.5	1418	5	.3
RIT	316	96	30.4	7261	39	.5
U. of R.*	161	30	18.6	4054	29	.7
HEOP TOTAL	660	215	32.6	15,667	92	.6
GRAND TOTAL	1930	749	38.8	32,063	373	1.2

*1978-79 enrollment figures were substituted because the 1979-80 are not available by race.
Source: area colleges

SOURCE: Area colleges/universities

TABLE 14 HEOP/EOP STAFF PROFILE 1979-80

FULL TIME	Admin.			Counselors			Teachers			Clerical			Other			Total		
	Tot	B	H	Tot	B	H	Tot	B	H	Tot	B	H	Tot	B	H	Tot	B	H
CCFL	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
MCC	1	1	0	2	2	0	0	0	0	1	0	0	0	0	0	4	3	0
Brockport	1	1	0	3	3	0	0	0	0	1	0	0	0	0	0	5	4	0
Geneseo	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	4	3	0
Hobart Wm. Smith	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	3	2	0
Nazareth	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	1	0
RIT	2	1	0	2	2	0	1	0	0	1	0	0	0	0	0	6	3	0
U. of R.	DID NOT COMPLETE																	
TOTAL FULL TIME	9	6	0	10	9	0	1	0	0	5	1	0	0	0	0	25	16	0
PART TIME																		
CCFL													1	1	0	1	1	0
MCC																0	0	0
Brockport				9	6	1										9	6	1
Geneseo										1	0	0	20	1	1	21	1	1
Hobart Wm. Smith							2	0	0							2	0	0
Nazareth										4	4	0	20	2	1	24	6	1
RIT										2	1	1				2	1	1
U. of R.	DID NOT COMPLETE																	
TOTAL PART TIME				9	6	1	2	0	0	7	5	1	41	4	2	59	15	4

Source: area colleges

-Sixteen, or 64% of the twenty-five full time staff members are black. None are Hispanic.

-Fifteen, or 25% of the fifty-nine part time staff members are black, and four (7%) are Hispanic.

4. HEOP and EOP staff recruit minority students for the total institution in most schools responding to the questionnaire. RIT has established a part time minority recruiter within its admissions office. However, HEOP staff at RIT reported that they get involved indirectly through referral of minority students who come to their office or who respond to their out-reach activities. Hobart and William Smith Colleges assign general minority recruitment to the Director of Minority Programs who oversees HEOP also. The Director spends a total of eight weeks recruiting minority students throughout New York State in the fall and spring. In the remaining six schools, HEOP/EOP staff cooperate with admissions staff to recruit minority students.

5. Due to the presence of minority staff in these programs HEOP/EOP employees are called on to represent their institutions in non-program related capacities. In addition to minority recruitment, program staff listed other non-program activities which they perform, such as advising campus minority student organizations, counseling the larger minority student population in the institution, doing social and special programming for minority students, and representing minority students' interests throughout the institution. This expanded HEOP/EOP role is one assumed by default on most campuses. Two exceptions are the University of Rochester and Hobart and William Smith Colleges, where these functions have been formally assigned to specific offices.

At the University of Rochester, the HEOP was expanded to include a variety of services for students with special needs. This Department of Special Student Services included HEOP, foreign student services,

tutoring programs for all students enrolled at the U. of R., and a video studio setup to aid minority and foreign students develop their speech patterns. The University appropriates general funds to this department to augment the HEOP state funds for special services. Recruitment, counseling and financial aid for HEOP are handled through the regular university channels, there-by mainstreaming the HEOP students into the university system as much as possible.

According to the job description of the Hobart/William Smith Director of Minority Programs, that person oversees HEOP and also: provides financial counseling to all minority students; is an advisor to the minority student organization; helps to develop funds for minority program support; and performs other duties on behalf of the minority population on the two campuses.

6. Seven HEOP/EOP offices reported that financial aid for their opportunity program students is adequate. One school--the U. of R.--did not respond to this question. Two schools mentioned a problem with delivery of financial aid checks to students on time. Two schools mentioned that if problems exist, they center around the percent of loans and work study that make up the HEOP student's financial aid package.
7. The 1980 State Legislature cut the HEOP budget 2%. Several financial aid directors cited this cut as a problem that will affect HEOP students this year. RIT, for instance has capped the loan portion of a HEOP student's financial aid package at $500, and had excluded work study from the package. Unfortunately this policy was revised, increasing loans and work study, in order to adjust for the 2% reduction in state HEOP aid.

8. Because 70% of the HEOP students in the area's private college are black or Hispanic, the minority students sustain a disproportionately large burden due to the HEOP budget cut

9. Seven respondents mentioned a variety of problems which they encounter when helping HEOP/EOP students on their campuses. The problems mentioned are:

   -Lack of community support services (transportation and day care).

   -Lack of adequate funds for HEOP/EOP support services (tutoring professional staff, remedial and development courses, summer programs).

   -Slow financial aid payments to students.

   -Difficulty in communicating, cooperating, and/or sensitizing between the larger college community and the opportunity program.

   -Too much paper work.

Recommendations

1. Institutions should continue to attract and educate minority students through their HEOP/EOP programs. However, they should not use their HEOP/EOP programs as the principal means for minority students to enter the college. To do so would only overlook the large numbers of minority youths who are not academically disadvantaged and who lack only the financing or the motivation to attend college.

2. Institutions should continue the high rate of minority staffing that is found in HEOP/EOP offices, but should likewise increase their affirmative action effort in hiring throughout the campus.

3. If an institution uses its HEOP/EOP staff people as resources to serve the general minority population in the school, or to represent the school as a minority person, then these duties should be made an official part of their job descriptions and should be funded appropriately from other sources.

4. Institutions should continue to extend adequate financial aid to HEOP/EOP students. In the case of HEOP budget cuts, independent schools should consider dipping into their Bundy funds or other allocations, which were increased, to make up the difference.

5. HEOP and EOP staff should continue to work towards integrating their services and students into the larger college community wherever possible.

IV. Minority Representation on Area College Faculties and Staffs

Background

A survey of minority participation in area colleges would not be complete without an analysis of the extent to which minorities are represented on the faculties and administrative staffs of these institutions. This section of the Urban League survey covers this other side of the participation coin.

The basic objectives were:

1. To ascertain the racial/ethnic composition of faculty and administrative staff in area colleges.
2. To evaluate the personnel hiring process in order to identify successful elements as well as impediments to hiring minority faculty and administrative staff in area colleges.
3. To define the function that affirmative action officers fulfill in area colleges.

Data Collection

Two primary sources of information were used for this segment of the Urban League survey of minority participation in area colleges. Eleven college and university personnel officers were asked to complete questionnaires detailing the racial and ethnic composition of their faculty and staff, and to discuss some items about their personnel selection process. Nine of the eleven completed and returned questionnaires.[1] A summary of their responses

[1] Community College of the Finger Lakes, Monroe Community College, Brockport, Geneseo, Hobart William Smith, Nazareth, Rochester Institute of Technology, University of Rochester, and Colgate Divinity School completed the questionnaires. Wells College and St. John Fisher did not.

appears in Appendix D. The second source was through personal interviews with eight Affirmative Action Officers.[1]

Finding

1. Area postsecondary institutions reported that 4.6% of all faculty and 8.7% of the administrative staff were black or Hispanic in the 1979-80 school year. Table 15 displays the full- and part-time faculty by tenured and non-tenured status in seven area schools and the full-time administration staffs in eights area schools.[2]

2. Nearly 5% of all full-time faculty positions 3.3% of all part-time and adjunct positions, and 15.9% of all non-teaching faculty positions were filled by blacks and Hispanics in area colleges/universities. Table 16 combines tenured and non-tenured faculty positions in order to evaluate the minority presence on campuses based on full-time and part-time status. Minorities are slightly better represented among the full-time faculty than among the part-time/adjunct faculty. MCC reported 24 and CCFL and Nazareth 10 each of non-teaching faculty. Nearly 16% of all non-teaching faculty positions were filled by minorities.

3. Minorities are represented in full-time non-teaching administrative positions at the rate of 5.6% in management and 9.5% in support staff in area colleges. The highest percents occurred at Colgate Rochester Divinity School, Monroe Community College, and Rochester Institute of Technology. The lowest minority representation was in the Community College of the Finger Lakes and Geneseo, both of which

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[1] Interviews were conducted with the Affirmative Action Officers at Community College of the Finger Lakes, Monroe Community College, Brockport, Geneseo, Nazareth, Rochester Institute of Technology, University of Rochester, and Colgate Rochester Divinity School.

[2] The University of Rochester declined to provide this information, because they consider it confidential. Hobart William Smith Colleges did not complete the faculty portion of the questionnaire, and offered no reason for not doing so.

Table 15 RACIAL COMPOSITION OF FACULTY AND ADMINISTRATIVE STAFF IN NINE ROCHESTER AREA COLLEGES, 1979-80

	FACULTY (Full and Part Time)						ADMINISTRATION		
	TENURED			NON-TENURED			FULL TIME ONLY		
	Total	B/H	%B/H	Total	B/H	%B/H	Total	B/H	%B/H
CCFL	50	0	0	128	1	0.3	98	1	1.0
MCC	249	11	4.4	215	15	7.0	293	38	13.0
Brockport	330	23	7.0	119	18	15.0	913	75	8.2
Geneseo	171	9	5.3	97	3	3.1	346	6	1.7
H. Wm. Sm.	NO RESPONSE			NO RESPONSE			46	4	8.7
Nazareth	49	2	4.1	49	2	4.1	24	1	4.2
U. of R.	"This information is and should be confidential"								
RIT	246	5	2.0	646	14	2.2	1489	151	10.1
Colg. Divinity	12	1	8.3	10	5	50.0	15	5	3.3
Total	1107	51	4.6	1264	58	4.6	3224	281	8.7

Table 16 TENURED AND NON-TENURED FACULTY IN AREA COLLEGES BY RACE AND BY STATUS 1979-80

	FULL TIME			PART TIME/ ADJUNCT			NON TEACHING		
	Total	B/H	%	Total	B/H	%	Total	B/H	%
CCFL	60	0	0	108	1	0.9	10	0	
MCC	256	10	3.9	184	9	4.9	24	7	29.2
Brockport	437	39	8.9	12	2	16.7	0	0	-
Geneseo	268	12	4.5	0	0	-	0	0	-
Nazareth	88	4	4.5	0	0	-	10	0	0
RIT	564	12	2.1	328	7	2.1	0	0	
Colgate Divinity	16	4	25.0	6	2	33.3	0	0	
GRAND TOTAL	1689	81	4.8	638	21	3.3	44	7	15.9

Source: Area colleges/universities

are in communities with a few minorities in residence. Custodial and clerical jobs are the primary source of minority employment in administrative support positions.

Table 17 details administrative staff by two categories: Management and Support. The bulk of the managerial positions are program directors or coordinators.[1]

4. Only two schools reported the number of applications they received for teaching positions and only four out of nine reported non-teaching applications received in the 1978-79 school year. These schools were able to track the applicants by race. Table 18 displays the information reported by the four schools.

Several administrators indicated that their schools lacked adequate applicant tracking capabilities. Jobs may not be available in the particular department, or at the particular time, that a person contacts an institution looking for work. However, if a system exists to record that application for future reference and to circulate it throughout the institution, then the applicant's chance of being hired is increased. Applicant tracking systems help institutions increase their minority hiring rates.

5. Most administrative personnel are selected by a temporary search committee. The members of the committee vary depending on the position to be filled. All MCC decisions appear to include a faculty review process, which may indicate that MCC faculty has more to say about administrative hiring than do other college faculties. At Nazareth the personnel department advises all search committees.

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[1] See item No. 4 in Appendix D for a more detailed breakdown of administrative staff positions by race.

Table 17 FULL TIME NON-TEACHING MANAGEMENT AND SUPPORT STAFF IN AREA COLLEGES BY RACE AND BY STATUS 1979-80

	Management[1]			Support[2]			Total		
	Total	B/H	%	Total	B/H	%	Total	B/H	%
CCFL	30	0	0	68	1	1.5	98	1	1.0
MCC	41	3	7.3	252	35	13.9	293	38	13.0
Brockport	44	5	11.4	869	70	8.0	913	75	8.2
Geneseo	41	1	2.4	305	5	1.6	346	6	1.7
Sub Total Public	156	9	5.8	1494	111	7.4	1650	120	7.3
Hobart Wm. Smith	36	3	8.3	10	1	10.0	46	4	8.7
Nazareth	24	1	4.2	Not Available			24	1	4.2
RIT	439	22	5.0	1050	129	12.3	1489	151	10.1
Colgate Divinity	5	2	40.0	12	3	25.0	17	5	29.4
Sub Total Private	504	28	5.5	1072	133	12.4	1576	161	10.2
GRAND TOTAL	660	37	5.6	2566	244	9.5	3226	281	8.7

1. Management includes President, Vice President, Deans/Department Heads, Program Directors/Coordinators.
2. Support includes clerical, civil service, custodial, and other (librarians and skilled craftspersons, and non-teaching professional).

Table 18 APPLICATIONS FOR TEACHING AND NON-TEACHING POSITIONS RECEIVED AT AREA COLLEGES BY RACE. 1978-79

	TEACHING		NON-TEACHING	
	Total	B/H	Total	B/H
MCC	860	50	437	95
Brockport	350	8	400	5
Hobart Wm. Smith	NA	-	175	12
Nazareth	NA	-	400	40

Source: Area colleges

The president or vice president gets involved in hiring program directors/coordinators in at least five of the eight schools that responded to the Urban League questionnaire.

According to several administrators, school search committees are usually composed of people who are amateurs at interviewing job applicants and who are inexperienced in setting up a selection process. The committee often meets to accomplish the task as quickly as possible; usually it includes members who will be working with the person selected and who therefore, have an immediate personal interest in locating someone with whom they will feel confortable on the job. A selection process dominated by a committee of members unsophisticated in personnel selection, but who are highly motivated to find the "right" candidate in their own self-interest, could foster the "old boy network" syndrome. That is, one or perhaps several of the committee members will personally know a candidate they would like to see hired, or will advertise through friends and acquaintances for candidates.

If a deliberate program to intervene in the typical search committee process is in place, then the "old boy network" can be expanded to include minorities and applicants who otherwise would not be discovered or condidered by the search committee. Intervention for this purpose can be accomplished through an affirmative action hiring plan.

6. Seven of the eight Affirmative Action Officers who were interviewed reported that they have a functioning affirmative action plan. Only Nazareth College has not adopted such a plan because their attorneys have advised them that the college is exempt from the federal requirement of preparing an affirmative action plan since it has no federal contracts.

7. Six of the eight Affirmative Action Officers interviewed believe that their Affirmative Action Plans are generally effective. Only one felt that their plan was not very effective. Some impediments to realizing the affirmative action goals were mentioned:

-Minority employees tend to leave local education institutions for better paying jobs.
-Budget cuts and declining student enrollments puts a freeze on hiring.
-Civil Service hurdles bar minorities from many public institution jobs.
-There are too few qualified minorities to fill the jobs; for example only 1% of the PhD's in this country are black.
-Commitment from within the college/university is lacking.

One officer mentioned that the Affirmative Action Plan is useful tool to evaluate weak areas and to hold the topic of minority hiring "in the forefront of people's minds."

8. Only one Affirmative Action Officer reported meeting their affirmative action goals; and that person noted "some slippage" had occurred and that "goals were set too high." Another officer said that they adopted unusually challenging goals - 50% female and 30% minority employees - but that they have seen progress towards them. A third officer said that they were well on their way to meeting their goals when budget cuts and hiring freezes were imposed on their institution which has combined with black faculty attrition to cause a gradual "tenuring in" of the existing personnel.

9. Two out of seven schools reported that minority applicants are processed differently from non-minorities. At these schools it is required that all qualified minority applicants must be interviewed. However, there is much discussion about what "qualified" means.

10. Two out of eight Affirmative Action Officers interviewed are minority (black); four are female, four are male. An officer who has served in this capacity for ten years said there are more white males filling these jobs recently.

11. Two out of eight Affirmative Action Officers hold this position as their only responsibility. The remainder of the positions are part-time titles added on to other responsibilities held by the officer at the school. The part-time affirmative action duties consume 10-25% of the designated person's time. One officer appears to be so in name only; that person's other job titles indicate that they carry too many pressing responsibilities to be able to pursue affirmative action duties agressively or even routinely.

12. All but one Affirmative Action Officer have job descriptions that include responsibility for preparing and implementing an Affirmative Action Plan for the institution. One officer does not have any job description. That person "works with college deans on special efforts to recruit women and minorities for academic personnel; monitors salary schedules, promotions and terminations." The Affirmative Action Plan at this institution is prepared by a well known local law firm.

Another Affirmative Action Officer listed the following activities typical of an AAO's time:

1) Work with faculty search committees to see that they establish and follow good hiring procedures, including:

    a) prepare a precise job description
    b) prepare accurate job announcements
    c) develop an interview format to be followed uniformly in every interview
    d) develop an applicant pool representative of the available candidates in the subject area
    e) assure that every female and minority applicant who comes close to the qualifications be interviewed.

2) Generate labor market data (separate from the outdated Department of Labor data) to discover how many women and minorities are currently collecting unemployment insurance and in what professional areas they work.

3) Develop sources of minority professionals that are outside of competition with local industry including:

    a) calls to the United Negro Colleges for names of graduating students
    b) Urban League for names of new minority residents
    c) calls to local industry for names of applicants they cannot hire and also for names of spouses of minority people recently hired from out of town
    d) contacts with the state network of Affirmative Action Officers.

4) Inform the institutional president of deficiencies when additional affirmative action efforts seem necessary and need greater force than the officer can apply.

5) Assume an affirmative attitude towards hiring minorities. This is not a passive job; it is more than just extending equal opportunity. It means talking about what must be done, not talking about what HEW requires to be done.

Recommendations

1. Colleges and universities should continue their efforts to recruit and hire minority faculty.

2. Creative job arrangements should be made to entice minority faculty who are in great demand in industry to work also at a college. RIT, for example has persuaded internationally renowned craftspeople to teach classes on a visiting or a part-time basis. Other lesser-known universities are able to attract professors away from Ivy League schools and retain them by extending university research facilities and offering reduced class loads so that time is available for private consulting to augment the school schedule. Employers in local industry are increasingly called on to teach specialized courses in evening, continuing education, and even day programs.

3. Colleges should develop an applicant tracking system that circulates minority applications throughout the institution and that stores them for future retrieval.

4. Faculty and staff search committees should be trained to conduct fair personnel search and selection processes and should be monitored to assure that this occurs.

5. Affirmative Action goals should be tuned to reflect the current population and the current labor market.

6. A commitment to affirmative action hiring should be made by the President and the very top administrators of the college or university system so that affirmative action goals and implementation procedures are taken seriously by all departments and colleges in the institution.

APPENDICES

APPENDIX A

Responses to Admissions Questionnaire*

1. Community College of the Finger Lakes
2. Monroe Community College
3. State University of New York College at Brockport
4. State University of New York College at Geneseo
5. Hobart and William Smith Colleges
6. Nazareth College of Rochester
7. Rochester Institute of Technology
8. University of Rochester
9. Colgate Rochester Divinity School/Bexley Hall/Crozer Theological Seminary

Non-Responses**

1. Wells College
2. St. John Fisher

*Some respondants did not complete all items in the questionnaire.
**Although these schools did not return questionnaires, some information about them was available from other sources and was included when appropriate in the responses.

RESPONSES TO ADMISSIONS QUESTIONNAIRE

1. Is your institution public or private?

4 public
5 private

2. Type of institution:

2 Two-year/community colleges
6 Undergraduate and graduate
1 Graduate only

3. How many students are enrolled in your institution?

See following two pages.

3. How many students are enrolled in your institution:

FULL TIME ENROLLMENT IN NINE AREA COLLEGES
BY RACE 1978-80

FULL TIME	1978-79				1979-80			
Undergraduate	Total	Black	Hisp.	% B/H	Total	Black	Hisp.	% B/H
CCFL	1660	28	0	1.7	1233	NA	NA	-
MCC	4992	408	75	9.7	5077	495	91	11.5
Brockport	7051	400	73	6.7	6753	491	77	8.4
Geneseo	4468	54	28	1.8	4651	56	32	1.9
Hobart Wm. Smith	1785	61	21	4.6	1856	76	16	5.0
Nazareth	1220	39	11	4.1	1250	NA	NA	-
RIT	7218	253	67	4.4	7577	243	73	4.2
St. John Fisher	1459	31	10	2.8	NA	NA	NA	-
U. of R.	4215	131	30	3.8	NA	NA	NA	-
Wells	487	27	0	5.5	NA	NA	NA	-
Total	34,555	1432	315	5.1	25,914	1361	289	6.4
Graduate/Professional								
Brockport	245	18	0	7.3	222	12	2	6.3
Geneseo	198	1	0	0.5	187	0	0	0.0
Nazareth	21	1	0	4.8	25	NA	NA	-
RIT	240	8	3	4.6	243	1	1	0.8
U. of R.	2023	27	7	1.7	NA	NA	NA	NA
Colgate Divinity	122	22	0	18.0	117	26	0	-
TOTAL	2849	77	10	3.0	769	39	3	5.5

*Totals exclude institutions that did not report all the information requested (such as CCFL, U. of R..and Nazareth in 1979-80).

3. How many students are enrolled in your institution?

PART TIME ENROLLMENT IN NINE AREA COLLEGES BY RACE 1978-79

PART TIME	1978-79				1979-80			
Undergraduate	Total	Black	Hisp.	%B/H	Total	Black	Hisp.	% B/H
CCFL	475	0	0	0	NA	NA	NA	-
MCC	4850	336	44	7.8	5157	315	58	7.2
Brockport	1150	30	2	2.8	1153	35	7	3.6
Geneseo	240	0	0	0	235	1	1	0.8
Nazareth	461	14	2	3.5	416	NA	NA	-
RIT	4711	195	38	4.9	5071	-	-	-
U. of R.	533	31	0	5.8	-	-	-	-
TOTAL*	12,420	606	86	5.6	11,616	539	117	5.6
Graduate/Professional								
Brockport	1339	12	4	1.2	1196	27	13	3.3
Geneseo	436	0	0	0	478	0	0	0
Nazareth	1024	15	6	2.0	941	NA	NA	-
RIT	1096	31	7	3.5	1108	22	6	2.5
U. of R.	1102	26	0	2.4	NA	NA	NA	-
Colgate Rochester Divinity	66	2	1	4.5	89	4	1	5.5
TOTAL	5063	86	18	2.0	2871	53	20	2.5

*Totals exclude institutions that did not report all the information requested (such as CCFL and Nazareth in 1979-80).

4. How many students are in-state, out-of-state, international?

	IN-STATE		OUT-OF-STATE		INTERNATIONAL	
	Total	B/H	Total	B/H	Total	B/H
CCFL	1220	NA	8	NA	2	NA
MCC	10,163	959	50		21	
Brockport	9155	NA	78	NA	90	NA
Geneseo	5455	NA	69	NA	27	NA
Nazareth	1085	50	130	0	5	2
RIT	12,393	NA	1550	NA	56	NA
U. of R.	NA		NA		NA	
Colgate Rochester Divinity	161	13	25	16	2	2
TOTAL	39,632		1910		203	

Out of the total reported student population of 41,745, 95% of the students came from New York State, 4.5% of the students were out-of-state and.5% were international.

5. Does your institution have articulated objectives regarding admissions? Who makes them? Please include a copy. Have they been amended in the last ten years? If no objectives, why not?

CCFL - Yes, made by the faculty/administration. CCFL subscribes to the Full Opportunity Plan of SUNY. All students applying for admission will be admitted to some program within the college. The admissions objectives were amended in 1978.

MCC - Yes, made by the Academic Governance Organization and the college administration. (A "Philosopy of MCC as a Comprehensive Community College for the 1970's" and "Entrance Requirements" was submitted.) The admissions objectives were amended in 1975.

Brockport - Yes, made by the President, in consultation with appropriate staff and governance group, last amended in 1975. "The Admissions program of the College has as its objective the selection of candiates who present evidence of their ability to pursue a college education at Brockport.

To enter Brockport, the candidate must have a high school diploma or the equivalent, be in satisfactory academic standing, or have qualifications which the Director of Admissions may deem equivalent.

The following are the criteria which are considered for each candidate:

1. Academic qualification
   a. high school record
   b. rank in class
   c. standardized test

2. Personal recommendation(s)

These traits and qualities are evaluated from data and information contained in the various credentials submitted by candidates.

Admission to Brockport and to all other colleges of the State University of New York is based on the qualifications of the applicant, without regard to sex, race, color, creed or national orgin."

Geneseo - Yes, stated in the college catalog, reviewed by the Vice President. "Admission is based upon academic and personal qualifications of applicants and is granted without regard to age, color, disability, martial status, national orgin, race, religion, sex, or veteran status... Geneseo is a selective college and attempts to identify those individuals who will benefit most from the curriculum and co-curriculum programs offered." The objectives were amended last in 1978.

Nazareth - No. In an effort to increase Nazareth College's minority student enrollment, the Admissions Office insures that its yearly recruitment schedule includes every Rochester city high school. High schools throughout New York State located in areas of a high minority population are also visited by the Admissions office. In cooperation with our Higher Education Opportunity Program, we make every attempt to have Nazareth College represented at local community agencies such as Lewis Street Center, Baden Street Settlement House,

5. Nazareth (continued)

IBERO, Native American Center, and Secondary Education bilingual programs.

RIT - Yes, Educational Policies and Procedures are made by the Provost Office. "The Rochester Institute of Technology considers any applicants for admission regardless of handicap, national origin, race, religion, age or sex. The standards for admission depend upon the particular program being considered; the underlying principle for acceptance, though, is a demonstration of ability to successfully complete the desired program. Admission decisions on undergraduate applicants are made by the Admission staff with appropriate consultation of the college concerned. Decisions for graduate applicants are made by the department or college offering the program. All applicants are notified of admission, or rejection by the Admission Office."

University of Rochester - "Questions 5-11 about admissions procedures are explained in our catalogues, which I will be glad to supply if you want them."

Colgate Rochester Divinity School - No, "It has not seemed necessary in the past. However as part of a long range planning process in which we are currently engaged, tentative objectives (not yet officially adopted) have begun to be articulated. They are related to enrollment of students from major denominational constituencies and enrollment of blacks."

Hobart William Smith - Yes.

6. Are there different criteria for admissions to some programs (professional, fine arts, physical education)? How are they different?

CCFL - Yes. "Nursing - specific pre-requisites and strong academic background, especially in biology, is required."

MCC - Yes. "See attached entrance requirements chart."

Brockport - Yes. Social Work - Academic Prerequisities and 2.5 index
Nursing " " " "
Business Administration - Academic Prerequisites and 2.0 index.

Geneseo - Yes. 1. Special Education - see attached statement from catalog.
2. Speech pathology - see attached statement from catalog.

Nazareth - Yes. Although all applicants from freshman admission are evaluated on the basis of high school average, rank in class, and national test scores, we also expect them to possess an appropriate academic preparation. For example, science applicants are required to have a strong math-science background, music applicants need to audition successfully, etc.

RIT - Yes. "See attachment, Ex. - Engineering 4 year Regents math three trig, physics and chemistry req. Business Adm. 2 year math, 1 year any science."

University of Rochester - "Question 5-11 about admission procedures are explained in our catalogues which I will be glad to supply if you want them."

Colgate Divinity - Yes. "Admissions requirements for the Master of Arts and Master of Divinity Programs:

Graduation from an accredited college with a minimum cumulative grade point average of 2.5 (on a 4 point scale)

Physical and emotional health

Maturity of character and purpose

A religious commitment appropriate to the applicant's vocational objectives

Admissions requirements for the Doctor of Ministry Program:

An M.Div. degree or its equivalent

Ordination or approval of an offical Church body"

Hobart William Smith - No.

7. Is there an admissions committee? Who sits on it (titles not names)? What is its function? (Does it make recommendations or final decisions?) If no (committee), why not?

CCFL - No. "Lack of interest."

MCC - Yes, composed of 5 professional staff in Admissions. They make final decisions.

Brockport - Yes. Twenty-one members from the faculty and administration and one student serve on the Admissions Committee to the Vice President for Student Affairs.

Geneseo - Yes, composed of the admissions staff. They make the final decisions.

Nazareth - Yes, composed of the Director of Admissions, three members of the faculty who have held full-time appointments for three years at Nazareth, and two Nazareth students. The Admissions Committee makes recommendations concerning policies for the selection of qualified students from those who have applied to Nazareth College.

RIT - Yes, composed of professional admission counselors and academic department heads. They recommend admission decisions on marginal applicants.

University of Rochester - "Question 5-11 about admissions procedures are explained in our catalogues, which I will be glad to supply if you want them."

Colgate Rochester Divinity School - Yes, composed of the Dean of Students (as admissions officer), the Assistant to the President (as recruitment officer), two faculty members and one (senior) student. They make final decisions.

Hobart William Smith - Yes. Director of Admissions, two Assistant Directors of Admissions. Final decision.

8. What are the selection criteria? (In order of importance)

CCFL - Open door.

MCC - "See attached chart."

Brockport - See general statement response to question 5.

Geneseo - High school record and college admissions examination. Scores are considered. Both are important.

Nazareth - High school average, rank-in-class, National Test Scores (SAT or ACT). Recommendateries, extra-currcular activities, and individual awards and achievements.

RIT - (One not necessarily more important than another SAT, H.S. grades, class rank, required courses, extra-curricular activities, counselor recommendations. See admissions policies and procedures in response to question 5.

University of Rochester - "Question 5-11 about admissions procedures are explained in our catalogues, which I will be glad to supply if you want them."

Colgate Rochester Divinity School - "Materials reviewed and evaluated in the selection of admissions to the Master of Arts and Master of Divinity Programs include:

undergraduate transcripts
an autobiographical/religious statement
references

All elements are weighed equally. Materials reviewed and evaluated in the selection of admissions to the Doctor of Ministry Program include:

undergraduate and M.Div. transcripts
references
a statement submitted by the applicant describing an incident in ministry and what he/she learned from it, and a statement outlining the proposed scope of study.

All elements are weighed equally."

Hobart William Smith - The transcript or high school record is most important; quality courseload and strong performance during the last two years of high school are especially meaningful. The interview, personal statement (on app), SAT or ACT's, recommendations, extracurriculars are important but are in no order.

9. What is the preliminary process to final student selection? and

10. Who makes the final selection?

CCFL - Application is checked for appropriate curriculum choice and necessary materials (transcripts, etc.). Student is then sent a follow-up letter with a supplemental information form. Admissions office makes final selection.

MCC - First come, first served. Admissions Committee makes final selection.

Brockport - Applications are submitted to the Applications Processing Center in Albany. Action is taken on a rolling basis commencing January 1st. Admissions Professional Staff makes final selection.

Geneseo - Admissions Committee reviews each application, compares records, and makes final selection.

Nazareth - When an application is received, a folder is kept where all required admission data is collected. The Admissions Committee, chaired by the Director of Admissions makes final selection.

RIT - Rolling admissions - see policies for required documents. Admissions professional staff makes final selection.

University of Rochester - "Question 5-11 about admissions procedures are explained in our catalogues, which I will be glad to supply if you want them."

Colgate Rochester Divinity School - The Dean of Students' Office receives applications, gathersdata such as references, transcripts etc. When the file is completed, it is forwarded to members of the admissions committee. The admissions committee makes final selection.

Hobart William Smith - Admissions Committee: Director Assistant, Assistant for each admissions office (Hobart and William Smith).

11. Does your institution have articulated minority student enrollment goals? Are they by department or college? What are they? Are they separate from (H)EOP students?

CCFL - No.

MCC - No.

Brockport - No. Admissions are made without regard to race, color, religion or sex.

Geneseo - No.

Nazareth - No.

RIT - No.

University of Rochester - "Questions 5-11 about admissions procedures are explained in our catalogues."

Colgate Rochester Divinity School - No.

Hobart William Smith - Yes. The goals concern the college as a whole!! Improving the community for Blacks and Hispanics by enlarging the community by creating a most supportive atmosphere with community involvement. No.

12. How many students applied in the 1979-80 school year?

UNDERGRADUATE	TOTAL	BLACK	HISPANIC
CCFL	1386	NA	NA
MCC	6758	924	153
Brockport	11,025	NA	NA
Geneseo	6123	NA	NA
Nazareth	874	52	21
RIT	5684	206	52
U. of R.	NOT AVAILABLE		
Hobart College	1619	30	13
GRADUATE			
CCFL	NOT APPLICABLE		
MCC	NOT APPLICABLE		
Brockport	1000	NA	NA
Geneseo	196	NA	NA
Nazareth	NOT APPLICABLE		
RIT	607	NA	NA
U. of R.	Not Available		
Colgate Rochester	86	28	1

13. Of the total enrollment in 1979-80, how many are in each of the following categories?

	Commuter single	Commuter married	on-campus single	on-campus married
CCFL	ALL STUDENTS COMMUTE			
MCC	ALL STUDENTS COMMUTE			
Brockport	3570	1891	3853	10 (est)
Geneseo	NA	NA	3195	NA
Nazareth	NA	NA	690	0
RIT	4000	500	4427	222
U. of R.	"cannot be answered"			
Colgate Divinity	NA	NA	39	35

14. How many full time students withdrew in 1978-79?

	UNDERGRADUATE		GRADUATE	
	Total	Black/Hisp.	Total	Black/Hisp.
CCFL	NA	NA		
MCC	531	63		
Brockport	1021	NA	NA	NA
Geneseo	363	NA	NA	NA
Nazareth	29	NA	NA	NA
RIT	NA		NA	
U. of R.	NA		NA	
Colgate Divinity			NA	

15. What are the reasons for withdrawal given by your students? (List in order of frequency)

CCFL - Personal, financial, degree choice change.

MCC - Employment, personal, health, lack of interest, change of vocation, financial.

Brockport

Geneseo - Personal, changed major (not offered at Geneseo), financial.

Nazareth - Personal, financial, transfer.

U. of R. - "Questions 12-15 on applications and enrollment cannot be answered because the data is found in various admissions offices (for various colleges) or in various departments (for graduate applications).

Colgate Divinity - Changes in vocational plans, decision to defer further education, preference for another geographic location or school.

16. What is the breakdown of full time admissions personnel?

	Admin.			Counselors			Clerical			Other			Total		
	Total	B	H	Total	B	H	Total	B	H	Tot	B	H	Total	B	H
CCFL	1	0	0	1	0	0	2	0	0	-	-	-	4	0	0
MCC	1	0	0	4	1	0	7	0	0	7	4	0	19	5	0
Brockport	4	1	0	-	-	-	6	0	0	-	-	-	10	1	-
Geneseo	1	0	0	3	0	0	5	0	0	1	0	0	10	0	0
Nazareth	1	0	0	3	0	0	2	0	0	-	-	-	6	0	0
RIT	2	0	0	7	0	0	14	1	0	-	-	-	23	1	0
U. of R.				DID NOT ANSWER											
Colg. Div.	1	1	0	-	-	-	-	-	-	-	-	-	1	1	0
Hobart Wm.	7	2	0	-	-	-	5	0	0	-	-	-	12	2	0

17. Are there staff members in the admissions office assigned to work specifically with minority applicants? How many?

CCFL - No.

MCC - No.

Brockport - Yes.

Geneseo - No.

Nazareth - No.

RIT - Yes. One part time (two days/week)

U. or R. - Did not answer.

Colgate Rochester Divinity - No. However, the Director of the Black Church Studies Program is involved in the recruitment of black students and serves as a member of the admissions committee.

Hobart William Smith - Yes. One.

18. What outreach or recruitment does your office perform?

19. Where do you recruit? (Names of places and locations.)

CCFL - (18) High school visits, direct mail, career days, college nights, coordination of several faculty activities. (19) Ontario, Monroe, Wayne, Seneca, Yates, Livingston, Schulyer, Steuben, Onandaga, Erie Counties.

MCC - (18) Travel to high schools, college days, Rochester Community Organizations - total of 79 locations in fall 1978 and 15 locations in the spring of 1979.

(19) Rochester city schools (9)
Non city schools and parochial schools (60)
Community Organizations (15)
Other (10)

Brockport - (18) presentations/visits to: secondary schools across New York State minority college programs in NYS EOC's, SUNY, CUNY, EOP's extensive mailings to minority students personal telephone calls to accepted students early notification of financial aid following acceptance letter to EOP students mailings about EOP to all secondary schools, EOC's and state agencies, group information sessions for accepted students and parents.

(19) Entire state of New York, Connecticut, New Jersey, Rochester, Syracuse, Buffalo, NYS Urban Schools are a major target for high school visitation programs and college day/night programs.

Geneseo - (18) Travel to high schools, mailings to prospective students, participation in college nights, alumni admissions volunteer program.

(19) Throughout New York State.

Nazareth - (18) Admissions Office visits nearly 350 high schools, attends 50-60 college information programs, and recruits in 30 two-year colleges in New York State.

(19) Throughout all of New York State including New York City and Long Island, Western Massachusetts, Connecticut, New Jersey, and Pennsylvania.

RIT - (18) Visits to city schools, community agencies, church-related career programs, career day on campus, groups hosted upon request.

(19) New York City, Long Island, Philadelphia, Buffalo, Cleveland, Rochester.

University of Rochester - "Question 18 and 19 would involve an extremely voluminous answer which various admissions officers are too busy in the spring semester to spend much time on."

Colgate Rochester Divinity - (18) Mailings, interviews, conferences for prospective students, visits to campus, visits to undergraduate schools.

(19) Colleges, universities and churches in New York State, the south, the midwest and the west coast.

18 and 19 Continued

Hobart William Smith - The minority student office is responsible for minority recruitment. The Director of this office, a black person, recruits in New York urban centers, high schools including New York City, Rochester, Buffalo, Syracuse, Schenectady, Troy, Waterloo, Geneva, Auburn, and all upstate New York schools; through GRASP; through other colleges and universities' HEOP programs by referral.

20. What were the Degrees Conferred by race in 1978-79 as reported to HEW? (This question did not appear on the questionnaire, but was requested by telephone later).

DEGREES AWARDED TO BLACK/HISPANIC AND ALL STUDENTS IN NINE ROCHESTER AREA COLLEGES 1978-79

	ASSOCIATES DEGREE			BACHELOR			MASTER			DOCTOR			FIRST PROF.		
	Total	B/H	% of Total	Total	B/H	% of Total	Total	B/H	% of Total	Total	B/H	% of Total	Total	B/H	% of Total
CCFL	417	8	1.9												
MCC	1646	71	4.3												
Brockport				1742	61	3.5	335	38	11.3						
Geneseo				903	12	1.3	213	1	0.5						
Nazareth				290	7	2.4	358	11	3.1						
RIT	953	NA	-	1466	NA	-	382	NA	-						
U. of R.				1003	20	2.0	570	15	2.6	199	2	1.0	103	2	1.9
Colgate Div.							40	10	25.0	13	0	0			
Wells College				87	3	3.4									
Hobart Wm. Sm.				366	17	4.6									

APPENDIX B

Responses to Financial Aid Questionnaire*

1. Monroe Community College
2. SUNY College at Brockport
3. SUNY College at Geneseo
4. Hobart William Smith Colleges
5. Nazareth College of Rochester
6. Rochester Institute of Technology
7. University of Rochester
8. Colgate Rochester Divinity School/Bexley Hall/Crozer Theological Seminary

Missing Response**

1. Community College of the Finger Lakes
2. St. John Fisher
3. Wells College

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*Some respondents did not complete all items in the questionnaire.
**Although these schools did not return questionnaires, some information about them was available to the writer from other sources, and was included, when appropriate, in the responses.

1. How many students received full financial aid packages in your institution? (1978-79 school year)

	UNDERGRADUATE				GRADUATE			
FULL TIME	Total	Black	Hisp.	%B/H	Total	Black	Hisp.	%B/H
1. MCC	927	158	10	181				
2. Brockport	N/A	420	95	N/A		9	5	
3. Geneseo	1014	33	3	3.6	included in undergraducate			
4. Hobart Wm. Smith	109	25	20	41.3				
5. Nazareth	698	39	12	7.4				
6. RIT	N/A	475	116	N/A	0	0	0	0
7. U. of R.	2908	NA	NA	N/A	NA	NA	NA	NA
8. Colgate Roch. Div.					15	6	0	40
PART TIME								
1. MCC	114	19	1	17.4				
2. Brockport		115	5			5	1	
3. Geneseo	0	0	0	0	0	0	0	0
4. Hobart Wm. Smith	0	0	0	0				
5. Nazareth	0	0	0	0				
6. RIT	0	0	0	0	0	0	0	0
7. U. of R.	NA	NA	NA	NA	NA	NA	NA	NA
8. Colgate Roch. Div.								

Note: Data for some schools may include duplicates due to students receiving more than one type of aid. See responses to Question #3 for unduplicated counts for full time students.

2. How many students received <u>partial</u> financial aid packages?

FULL TIME	UNDERGRADUATE				GRADUATE			
	Total	Black	Hisp.	% B/H	Total	Black	Hisp.	% B/H
MCC	1088	184	11	17.9				
Brockport	0	0	0	0	0	0	0	0
Geneseo	N/A	"All students are funded to full need"						
Hobart Wm. Smith	N/A	27	2	N/A				
Nazareth	282	5	3	2.8				
RIT	0	0	0	0	0	0	0	0
U. of R.		"NOT AVAILABLE"						
Colgate Divinity					62	13	0	21
PART TIME								
MCC	134	23	1	17.9				
Brockport	N/A	64	4	N/A	N/A	2	1	
Geneseo		"ALL STUDENTS ARE FUNDED TO FULL NEED"						
Hobart Wm. Smith	NA	NA	NA	NA				
Nazareth	3	1	0	33				
RIT	0	0	0	0	0	0	0	0
U. of R.		"NOT AVAILABLE"						
Colgate Divinity								

Note: Data for some schools may include duplicates due to students receiving more than one type of aid. See responses to Question #3 for unduplicated counts for full time students.

3. List the total number of students who received financial aid in the following categories (by race/ethnicity):

   a. Institional Scholarships
   b. Basic Education Opportunity Grants
   c. Tuition Assistance Program
   d. National Deferred Student Loans
   e. Veteran's Delayed Tuition
   f. College Work Study
   g. State Education Opportunity Grants
   h. Federally Insured Loans
   i. Institutional Work Study
   j. Other (Higher Education Opportunity Program)
   k. Other

   a-k Unduplicated numbers and dollars from above categories

   Responses for full time students only were tabulated and appear in the following table entitled:

   "FINANCIAL AID TO FULL TIME STUDENTS IN TEN ROCHESTER AREA COLLEGES BY TYPE OF AID AND BLACK/HISPANIC STUDENTS 1978-79"

FINANCIAL AID TO FULL-TIME STUDENTS IN TEN ROCHESTER AREA COLLEGES
BY TYPE OF AID AND BLACK/HISPANIC STUDENTS 1978-79

TYPE OF AID	a. Instit. Schol.		b. B.E.O.G.		c. T.A.P.		d. N.D.S.L.		e. Veteran's Delayed		f. College WkSty		g. S.E.O.G.		h. Fed. Ins Loans		i. Instit. WkSty		j. Other		k. Other		Unduplicated A-1	
Students' Race	B/H	Tot.	B/H	Tot.	B/H	Tot	B/H	Tot.	B/H	Tot.	B/H	Tot.	B/H	Tot.	B/H	Tot.	B/H	Tot.	B/H	Tot.	B/H	Tot.	B/H	Tot.
CCFL																								
Total Dollars																								
MCC	31	283	308	1183	298	3437					75	240	30	148	175	1049	44	212	EOP 78	106	H.S. Scholarship 36	7	331	2591
Total Dollars	$70,488		$1,039,150		$1,219,386						$117,808		$33,465		$1,189,409		$116,257		$25,603		$3,307		$3,811,566	
Brockport	5	15	635	1427	529	7394	130	899			130	1187	180	230	240	2971	35	904	nursing 3	34	LEEP 2	50	529	7388
Total Dollars	$3,000		$1,774,257		$1,312,138		$667,058				$626,736		$123,740		$4,599,108		$251,312		$36,448		$29,600		$1,693,988	
Geneseo	0	0	37*	452*	45*	3050*	29	833			2	516	1	19	14	1894	3*	350	EOP 43	95	0	0	110*	3600*
Total Dollars		0	$408,451		$1,100,000		$689,975				$349,875		$21,350		$3,149,636		$502,102		$56,338			0	$8,500,000*	
N. Y. Sc	74	621	57	212	65	489	55	161			38	255	48	51	13	401	4	398	HEOP 39	44			74	806
Total Dollars	$819,653		$211,445		$494,693		$140,650				$120,165		$85,098		$782,378		$235,249		$32,000				$2,953,331	
Nazareth	9	319	43	275	50	593	13	152	1	7	18	173	12	104	19*	548*	5	201	28	42	Inst grant 27	129	62	822
Total Dollars	$230,500		$271,450		$587,601		$105,390		$17,995*		$88,232		$53,384		$1,095,507*		$90,318		$33,575		$83,494		$2,623,871	
RIT	53		154		135		104		3		46		50		79		8		44		118		267	2
Total Dollars 1	$53,553		$174,450		$196,750		$86,314		$3,000		$26,825		$25,000		$162,997		$8,644		$68,324		$125,000		$707,391	
U. of R.		1870		529		1648		993				733		422		1110		297	other grants 550*		other grants			3721
Total Dollars	$2,929,953		$528,262		$1,469,423		$883,867				$466,648		$263,564		$2,314,883		$202,472		$1,492,672		$997,877		11,551,541	
Colg. Divinity	19	62		NOT APPLICABLE					0	3	2	5			9	31	5	29	4	24*	2	10	19	62
Total Dollars* 1	$53,375										$1,190				$17,150		$1,050		$1,950		$750		$77,465	
Wells																							19	300
Total Dollars																							$6,650*	

1. Dollar amounts reflect only aid to minority students. Total Colgate Divinity financial aid budget was $150,000.
* = Estimates.
= undergraduate students only.

2. 32% of all students receive some kind of aid.

4. What are your institution's financial aid budgets for the following students? (1979-80)

	Commuter Single	Commuter Married	Resident Single	Resident Married
MCC*	2900	5700	4000	5700
Brockport	2710	2710	3710	5910
Geneseo	varies	varies	3550	NA
Hobart/William Smith	-	-	7400	-
Nazareth	4550	6435	5300	NA
RIT	4350	7500	6550	7500
U. of R.	6050	11,540	7850**	NA

*The cost of tutition, fees, supplies, and travel amounts to $1400 for an MCC student.
**Plus travel.

5. Is there a financial aid board or committee which assists in packaging student financial aid? If yes, are they the final decision-makers for approving student loans,grants and employment? If no, who is the final decision-maker ?

MCC - Yes. All packaging of financial aid is completed by professional financial aid staff. Only if a student and the staff member cannot agree would the Committee attempt to resolve the difference.

Brockport - Yes. Yes.

Geneseo - Yes. Yes.

Hobart William Smith - No. The Financial Aid Director.

Nazareth - Yes. Yes.

RIT - Yes, consisting of the Financial Aid Office only. Yes.

U. of R. - Yes. Yes.

Colgate Rochester Divinity - Yes. Yes.

6. What specific policy guidelines does this board (or person) currently operate under? (Please provide a copy if possible.)

MCC - Uniform Methodology. Take into account specific individual situation.

Brockport - Institutional, state and federal regulations and policies. Primarily the U.S. Office of Education Federal Registers.

Geneseo - Federal guidelines.

Hobart William Smith - No response.

Nazareth - Use Federal and CSS guidelines to package as completely as possible.

RIT - The Financial Aid office operates under current existing policy manual developed by the Financial Aid Office staff. These policies are updated every year.

U. of R. - No reponse.

Colgate Rochester Divinity- "See attached document."
"Colgate Rochester/Bexley/Crozer believes that the responsibility for financing graduate theological education is one shared by the student and his/her family, by the churches, and by the seminary."...

7. Does the financial aid office have articulated objectives regarding minority students and financial aid? If yes, please furnish a copy. If no, why not?

MCC - No. all financial aid is awarded on a demonstrated need basis employing the uniform methodology system.

Brockport - Yes. Minority is economic based for FAO (no copy furnished).

Geneseo - Yes. It has been our policy to aid the students with the most need. When working with our EOP students we attempt to keep them free of loans for the first two years and all four if funds permit.

Hobart/William Smith - No. Works in close conjunction with director of minority affairs.

Nazareth - No. Students, outside HEOP, not selected for differential treatment.

RIT - Nothing specific.

U. of R. - . "Preference for financial aid consideration is extended to minorities in terms of percentage of need met and packaging components."

Colgage Divinity - . Unless there are income norms not met or expense norms exceeded, minority students are not normally asked to take out loans.

8. Does the institution seek minority - specific scholarships/fellowships from scholarship donors? If yes, what is the annual amount this year (1979-80)? If no, has it ever been considered?

MCC - Yes. $3,000.

Brockport - Yes. $1,625.

Hobart/William Smith - No response.

Nazareth - No response.

RIT- Yes. $76,408.

U. of R.- Yes. No amount given.

Colgate Divinity - No.

Geneseo - Yes. $607.

9. What types of outreach to the community does the financial aid office conduct in order to inform potential students of financial assistance available and of services your office provides?

10. Are any of the above outreach methods specifically targeted to the minority community? If yes, describe If no, has it ever been tried or considered?

MCC

(9) "Cooperation with the Admissions and Continuing Education Office when requested. Attendance at high school parents' nights upon request of Guidence Offices. Printed materials included in each admission application."

(10) Yes. When the Admissions, EOP, and Developmental Studies offices recruit off-campus, (i.e., high schools, community agencies), financial aid information is also presented. College advertising for disadvantaged students. Continuing Education Programs: i.e. C.R.E.S.T., N.E.A.D.

Brockport

(9) Mailing to returning and incoming students, high school nights, Saturday sessions, brochures, and applications.

(10) Yes. Educational Opportunity Program/Admissions recruiting efforts.

Geneseo

(9) Visit schools upon request.

(10) Yes. Visited outreach center in Rochester ABC.

Hobart/William Smith

(9) Handle through HEOP.

(10) No response.

Nazareth

(9) The Director speaks frequently at high school and community programs in cooperation with NYSFAAA.

(10) . The Director of HEOP cooperates with financial aid in order to provide contact and presence in the minority community.

RIT

(9) Conducting Financial Aid Seminar, College Nights and visits to local high schools.

(10) Yes. Through the Black Awareness Coordinating Committee at RIT, high school students are invited to the RIT campus every year to attend a seminar informing them of what financial aid programs are available at RIT.

U. of R.

(9) Financial aid information sessions at area secondary schools and for other interested groups.

(10) No. Not tried. Don't know whether it has been considered.

Colgate Divinity

(9) None.

(10) No. Not seen as appropriate given specialized nature of this school.

11. Are there staff members in the financial aid office assigned to work specifically with minority students? If yes, give the number of specialized staff positions assigned to work with minority students.

MCC - No.

Brockport - Yes.

Geneseo - Yes.

Hobart William Smith - No. Only two people work in the financial aid office the HEOP Director is an ex-aid office employee.

Nazareth - No.

RIT - No.

U. of R.- No, but an admissions staff person is so assigned, and admissions and student aid are a single administrative unit at U. of R.

Colgate Divinity - The Dean of Students is also the Financial Aid Officer of the seminary, and the chairperson of the Financial Aid Committee. He devotes 10% of his time to Financial Aid.

The Assistant to the Dean of Students administers the financial aid program. He is also a member of the Financial Aid Committee. He devotes about 50% of his time to Financial Aid.

12. How many people work in the financial aid office?

Table FULL AND PART* TIME FINANCIAL AID EMPLOYEES IN AREA COLLEGES 1979-80

	ADMINISTRATOR			COUNSELORS			CLERICAL			TOTAL		
	Tot.	Bl.	Hisp.	Tot.	Bl.	Hisp.	Tot.	Bl.	Hisp.	Tot.	Bl.	Hisp.
MCC	2	0	0	1.5	.5	1	4	0	0	7.5	.5	1
Brockport	10	2	0	5	1	0	5	1	0	20	4	0
Geneseo	3	0	0	0	0	0	2	0	0	5	0	0
Hobart Wm. Smith	2	0	0	0	0	0	0	0	0	2	0	0
Nazareth	1	0	0	0	0	0	1	1	0	3	0	0
RIT	5	0	0	0	0	0	3	1	0	8	1	0
U. of R.												
Colgate Divinity	1	.5	0	0	0	0	0	0	0	1	.5	0
TOTAL	24	2.5	0	2.5	1.5	1	15	2	0	46.5	6	1

*Part time employees were counted as ½ time (.05).

Among the seven schools that completed this table, 46.5 people work in the financial aid offices. 6 of those employees are black and 1 is Hispanic.

APPENDIX C

Responses to the (Higher) Education Opportunity Program (H.E.O.P. or E.O.P.) Questionnaire

Schools Responding:

1. Community College of the Finger Lakes
2. Monroe Community College
3. SUNY College at Brockport
4. SUNY College at Geneseo
5. Hobart and William Smith Colleges
6. Nazareth College of Rochester
7. Rochester Institute of Technology
8. University of Rochester

Schools Not Responding:

1. St. John Fisher College
2. Wells College

1. What department/division is responsible for (H)E.O.P.?
2. Of the total department/division staff, indicate the percent of time devoted to H.E.O.P.?

CCFL - (1) Student Life
(2) 100% for one full time staff member. There are 10 Student Life staff members

MCC - (1) Student Affairs Division, (Dept.: Transfer, Placement and Financial Aid)
(2) 100% of the department counselors and 75% of the department coordinator.

Brockport - (1) The Center for Student Academic Services
(2) 100%.

Geneseo - (1) Office of Academic Affairs
(2) 100%

Hobart Wm. Smith - (1) Office of Minority Programs
(2) 75%

Nazareth - (1) Dean of the College
(2) 10%

RIT - (1) Student Affairs
(2) 100%

U. of R. - (1) Department of Special Student Services/Student Affairs Division
(2) ?

3. (H.)E.O.P. staff profile.

FULL TIME	Admin.			Counselors			Teachers			Clerical			Other			Total		
	Tot	B	H	Tot	B	H	Tot	B	H	Tot	B	H	Tot	B	H	Tot	B	H
CCFL	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
MCC	1	1	0	2	2	0	0	0	0	1	0	0	0	0	0	4	3	0
Brockport	1	1	0	3	3	0	0	0	0	1	0	0	0	0	0	5	4	0
Geneseo	2	1	0	1	1	0	0	0	0	1	1	0	0	0	0	4	3	0
Hobart Wm. Smith	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	3	2	0
Nazareth	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2	1	0
RIT	2	1	0	2	2	0	1	0	0	1	0	0	0	0	0	6	3	0
U. of R.				DID NOT COMPLETE														
TOTAL FULL TIME	9	6	0	10	9	0	1	0	0	5	1	0	0	0	0	25	16	0
PART TIME																		
CCFL													1	1	0	1	1	0
MCC																0	0	0
Brockport				9	6	1										9	6	1
Geneseo										1	0	0	20	1	1	21	1	1
Hobart Wm. Smith							2	0	0							2	0	0
Nazareth										4	4	0	20	2	1	24	6	1
RIT										2	1	1				2	1	1
U. of R.						DID NOT COMPLETE												
TOTAL PART TIME				9	6	1	2	0	0	7	5	1	41	4	2	59	15	4

-Sixteen or 64% of the twenty-five full time staff members are black. None are Hispanic.

-Fifteen or 25% of the fifty-nine part time staff members are black, and four (7%) are Hispanic.

4. If (H.)E.O.P. staff have responsibilities in addition to (H.)E.O.P., what are they?

CCFL - None officially.

MCC - Coordinator has transfer responsibilities.

Brockport - None.

Geneseo - Geneseo's E.O.P. staff is hired specifically for the purpose of serving E.O.P. students. The staff's responsibilities include recruitment, admissions, academic advisement, personal and financial aid counseling as well as community outreach.

Hobart William Smith - Director is responsible for Minority Affairs; Counselor coordinates the Development Learning Center. Teachers work in the Developmental Learning Center, Clerical staff works for Minority Affairs.

Nazareth - Recruitment, Minority concerns, Committee Memberships (these are all volunteer responsibilites done in response to college need and directional stability).

RIT- None by job description but we are all heavily involved in Institute and community activities. We are the Institute's main "presence" in heavily minority-populated schools.

U. of R. - Director - Cultural/social programming - larger minority population. Counselor - CETA students/counseling larger minority population, special projects.

5. Are (H.)E.O.P. staff salary schedules comparable to other equivalent positions in your institution?

CCFL - Yes.

MCC - Yes.

Brockport - Yes.

Geneseo - Yes. Salaries were indicated in each position's job description and was accepted by the applicant at the time of appointment. In my opinion a more reasonable study might be a comparison of salaries offered for EOP positions in respect to other campus positions, at the time of appointment. Obviously, a person's length of time at the college has an influence on current salaries, especially since EOP personnel have restrictive avenues for promotion.

Hobart William Smith - Yes.

Nazareth - Yes.

RIT - Yes.

U. of R. - ?

6. How are salary increases determined each year for the following positions? Officer/Director, Counselor, Teacher, Clerical, other (title) _____

CCFL - By contract negotiations with Ontario County.

MCC - Salary increases are determined by the Union, Administration, Board of Trustees via negotiations.

Brockport - Officer/Director and Counselor - State UUP Contract; Teacher - NA; Clerical - State Civil Service Contract.

Geneseo - Officer/Director - Union bargaining and recommendations by the program supervisor who is vice president for academic affairs; Counselor - union bargaining and recommendation by the Director of EOP; Clerical - Union bargaining, job classification, length of time in service and recommendations by the Director of EOP; Tutors - recommendations by the EOP academic coordinator and the EOP director based on length of service.

Hobart William Smith - All salary increases are negotiated by the President and the Deans of Hobart and William Smith Colleges in conjunction with the Board of Trustees.

Nazareth - By the Director of HEOP in consultation with V.P. for Finance.

RIT - Clerical - through RIT personnel proceedures; all others - merit evaluation system. In the past these salaries were contingent on state grant. I have requested a change in that policy to have the Institute supplement unfunded parts of raises.

U. of R. - Dependant on State Budget.

7. Please provide job descriptions for all (H.)E.O.P. staff. (Job descriptions were sent for the following positions.)
CCFL - EOP Director.

MCC - Assistant Director of Transfer, Financial Aid, and EOP Coordinator; EOP Counselors, Secretary.

Brockport - EOP Director; EOP Counselors; EOP Graduate Assistants.

Geneseo - EOP Director; EOP Assistant Director; EOP Academic Coordinator; EOP Tutor; Secretary (NYS Civil Service Classification: "Dictating Machine Transcriber, Grade 4").

Hobart William Smith - Assistant to the Deans for Minority Programs; Learning Assistance Coordinator; Instructor - Quantitative Skills; Instructor - Language Skills.

Nazareth - None sent.

RIT - Program Director; Assistant Director; HEOP Counselors; Remedial Specialist; Student Assistants.

U. of R. - "As a matter of policy, no job descriptions exist."

8. Are there any unstated job responsibilities that HEOP staff perform?

CCFL - General counseling and academic advising for non EOP students. Advisor to Afro-Latin Coalition.

MCC - Yes, teaching Study Skills Class.

Brockport - No.

Geneseo - EOP staff members, who are minority, are oftentimes involved with minority related tasks that are not stated in their job responsibility.

Hobart William Smith - No.

RIT - We assist many students who make initial contact with RIT through this office. Other students come to our social affairs.

U. of R.- No response.

9. Student profile of (H)E.O.P. students.

HEOP/EOP STUDENT PROFILE IN NINE ROCHESTER AREA COLLEGES
1979-80

FULL TIME	Black #	Hispanic #	Bl/His. % of Total	Other #	Other %	Total #
CCFL	20	4	25.3%	71	74.7%	95
MCC	174	17	83.0%	39	17.0%	230
Brockport	246	31	69.4%	122	30.6%	399
Geneseo	35	7	46.1%	49	53.9%	91
EOP (State College) Total	475	59	65.6%	281	34.4	815
H. Wm. Smith	24	9	78.6%	9	21.4%	42
Nazareth	28	4	76.2%	10	23.8%	42
St. John Fisher	19	5	82.7%	5	19.3%	29
RIT	83	13	71.1%	39	28.9%	135
U. of R.	22	8	50.8%	29	49.2%	59
HEOP(Private College) Total	176	39	70.0%	92	30%	307
Grand Total	651	98	66.8%	373	33.2%	1122

10. What criteria determines eligibility for (H.)E.O.P.? (If different from state guidelines.)

CCFL - State guidelines for income along with academic criteria provided in campus plan (special status, weakness in English, low high school grades or GED).

MCC - Same as State Guidelines.

Brockport - State Guidelines.

Geneseo - The eligibility criteria for EOP are based entirely on the state Educational Opportunity Program guidelines.

Hobart William Smith - Academic criteria is an 80 average or below and below 450 on the SAT Verbal. These can be higher or lower in some cases.

Nazareth - The same. i.e.: inadmissability, low-income.

U. of R.-

11. How are (H)E.O.P. students recruited?

CCFL - Active recruitment by EOP director along with community, agency, school referrals and referrals from admissions, Financial Aid, Developmental Studies.

MCC - Visits by EOP Coordinator and Counselors to area high schools, community agencies and churches.

Brockport - Through admissions and EOP contact with EOC's, high schools, community agencies, etc.

Geneseo - The EOP staff recruits EOP students by visiting high schools, community agencies, college bound programs and Educational Opportunity Centers throughout the state of New York.

Hobart William Smith - In the same manner as regular students. Also, the Director does make special recruiting ventures to seek HEOP eligibles.

Nazareth - HEOP staff and regular admissions staff.

RIT - We speak at settlement houses, Urban League programs, Upward Bound, spot radio announcements, articles in papers, inner city school visits, jail, etc.

U. of R. - High school visits by Admissions counselor andHEOP staff.

12. What are the main problems encountered by (H)E.O.P. staff as it relates to helping (H)E.O.P. students?

CCFL - Lack of adequate transportation, day care, individual tutoring, housing, and advancing funds to students. The finance office gives out the first check on the third week of school only if all forms are filled out at start of school. Arrangements were made with the school bookstore to charge E.O.P. students' books; however, students traveling from Geneva pay $2. per day for the bus. The transportation problem is acute for students from Geneva. The EOP office has tried to get a school shuttle bus unsuccessfully. Greyhound refuses to pull up on campus unless they are guaranteed riders. As a result, students may get dropped off on High way 5 & 20, but are sometimes unable to flag the bus driver down to get back on the bus at the end of the day. When this happens, they must wait 4 hours for the next bus.!

MCC - Supportive funds such as tutoring and summer program not available; credibility; no awareness of college community of the purpose and functions of EOP.

Brockport - Our program is a decentralized one. Therefore our office must work closely with many offices on campus to accomplish various goals.

Geneseo - Insufficient understanding of EOP's purpose by the college community, insufficient numbers remedial/developmental courses and limited numbers of available tutors in specific subjects (i.e. chemistry, biology, etc.) and cumbersome state purchasing policies which make it difficult to purchase materials used by EOP tutors.

Hobart William Smith - There are not enough professionals to do an adequate job.

Nazareth - Low reading scores; lack of confidence; history of academic deficiency and no success; poor preparation in reading, writing, math and study skills.

RIT - Overburdened by paper work (state reports, FI aid - Counselors) Director overburdened by student account monitoring. Some professors are not sensitive to student problems. Administratively, student affairs is strongly supportive.

U. of R.- Does this mean problems in relating to students or in helping students?

13. Who in your institution is responsible for minority recruitment and outreach? (Titles and departments, not names.)

CCFL - (1) EOP Director - Student Life
(2) Admissions, Financial Aid, Director of Developmental Services

MCC - Admissions Counselors and EOP Coordinator

Brockport - Admissions, EOP.

Geneseo - The EOP staff is the college's primary agent for minority recruitment and outreach, although the admissions office has been cooperative in sharing expenses for hotels and vehicle usage.

Hobart William Smith - Assistant to the Dean for Minority Programs and the Admissions staffs of Hobart and William Smith Colleges.

Nazareth - The admissions office has direct responsibility for recruitment of all students to the campus. However, the HEOP at Nazareth has autonomy in the selection and admission of its students.

RIT - Admissions has one part time counselor responsible for minority recruitment. Each college, I believe.

U. of R.- Dean of Admissions and Financial Aid.

14. How adequate are the (H)E.O.P. student financial needs met by your institution?

CCFL - Fairly well. Greatest problem is with receipt of TAP funds by students.

MCC - Needs are met as far as Educational concerns.

Brockport - Adequately - the main problem is getting the needed funds to the students in a timely fashion.

Geneseo - An assertive effort has been made by the EOP and financial aid offices to insure that adequate funding is provided EOP student's college costs. Differences usually develop about package composition (percentage of loans, workstudy vs. various grants) rather than need.

Hobart William Smith - Our financial aid awards are extremely adequate, we meet full need and maintain a $600 loan for all HEOP students. Also the summer savings expectation is zero for first year students and $500 thereafter.

Nazareth - We have had adequate aid to meet incoming and continuing student needs since 1978.

RIT - Very well although we have seen increased student loans and work contributions the past two years.

U. of R.- No response - except to correct the grammar in the question: adequate(ly)

APPENDIX D

Responses to Personnel Questionnaire

1. Community College of the Finger Lakes
2. Monroe Community College
3. State University of New York College at Brockport
4. State University of New York College at Geneseo
5. Hobart and William Smith Colleges
6. Nazareth College of Rochester
7. Rochester Institute of Technology
8. University of Rochester
9. Colgate Rochester Divinity School/Bexley Hall/Crozer Theological Seminary

Missing Responses

1. Wells College
2. St. John Fisher

1. What is the composition of the Personnel Office?

FULL TIME	Administrative		Staff		Clerical		Total	
	Black/Hisp.	Total	B/H	Tot.	B/H	Tot.	B/H	Total
CCFL	0	1	0	0	0	1	0	2
MCC	0	1	0	1	0	2	0	4
Brockport	1	6	0	0	1	7	2	13
Geneseo	0	3	0	0	0	8	0	11
Hobart Wm. Smith	0	2	0	0	0	0	0	2
Nazareth	0	1	0	0	0	0	0	1
RIT	2	6	0	0	0	4	2	10
U. of R.*	SEE RESPONSE BELOW *							
TOTAL FULL TIME	3	20	0	1	1	22	4	43
PART TIME								
CCFL								
MCC								
Brockport					0	1	0	1
Geneseo								
Hobart Wm. Smith					0	½	0	½
Nazareth								
RIT	0	1					0	1
U. of R.	SEE RESPONSE BELOW*							
Colgate Divinity								
TOTAL PART TIME	0	1	-	-	0	1½	0	2½

*"Since the government agencies receiving the (University of Rochester Affirmative Action) Program regard it as highly confidential and so label it, we are encouraged to believe that this information is and should be confidential and that it would be both unwise and improper for us to report it."

9. How is personnel hiring policy set, and who sets it?

CCFL - The Board of Trustees for the unclassified staff; and the Ontario County Department of Personnel and Civil Service for the classified staff.

MCC - Civil Service; set by law; non-competitive. Policy set according to Affirmative Action Guidelines.

Brockport - Recommendations from Affirmative Action Officer to President, Administrative and College Council, Director of Faculty and Staff Relations.

Hobart/William Smith - Board of Trustees - Affirmative Action Plan.

Nazareth - For faculty: The Vice President for Academic Affairs
for staff: the personnel administrator.

RIT - Recommended by Personnel Director, approved by Administrative Council (President and Vice Presidents).

U. of R.- See response to question #8.

Colgate Divinity - Officers of the Board, the President and the Director of Business and Finance.

2. Please provide a job description of the personnel director. The following institutions sent one; MCC, Geneseo, Nazareth.

3. What is the composition of the faculty?

TENURED	FULL TIME			PART TIME			ADJUNCT			NON-TEACHING		
	B/H	Total	% of Total	B/H	Total	% of Total	B/H	Total	% of Total	B/H	Total	% of Tot.
CCFL	0	50	0%	0	0	-	0	0	-	0	0	-
MCC	9	231	3.9%	0	0	-	0	0	-	2	18	11.1%
Brockport	23	330	7%									
Geneseo	9	171	5.3%	0	0	-	0	0	-	0	0	-
Hobart/Wm. Smith			NO	RESPONSE								
Nazareth	2	39	5.1%	0	0	-	0	0	-	0	10	0%
RIT	5	246	2%	0	0	-	0	0	-	0	0	-
U. of R.**	-		SEE RESPONSE BELOW			-	-			-		-
Colgate Divinity	1	12	8.3%	0	0	-	0	0	-	0	0	-
TOTAL TENURED	49	1079	4.5%	0	0	-	0	0	-	2	28	7.1%
NON TENURED												
CCFL	0	10	4.5%	0	0	-	1	108	.9%	0	10	0%
MCC	1	25	4%	9	184	4.9%	-	*	-	5	6	83.3%
Brockport	16	107	14.9%	0	0	-	2	12	16.7%	0	0	-
Geneseo	3	97	3.1%	0	0	-	0	0	-	0	0	-
Hobart/Wm. Smith				NO	RESPONSE							

NON TENURED (CONTINUED)

	FULL TIME			PART TIME			ADJUNCT			NON-TEACHING		
	B/H	Total	% of Total	B/H	Total	% of Total	B/H	Total	% of Total	B/H	Total	% of Tot.
Nazareth	2	49	4.1%	0	0	-	0	0	-	0	0	-
RIT	7	318	2.2%	7	328	2.1%		Unknown	-	0	0	-
U. of R.**	-	-	-	NO	RESPONSE	-	-		-	-	-	
Colgate Divinity	3	4	.75%	2	3	66.7%	0	3	0%	0	0	-
TOTAL NON TENURED	32	610	5.2%	18	515	3.5%	3	123	2.4	5	16	31.2%

-109-

* MCC combined this with the part time category.

** "Since the government agencies receiving the (University of Rochester...Affirmative Action) program regard it as highly confidential and so label it, we are encouraged to believe that this information is and should be confidential and that it would be both unwise and improper for us to report it."

4. What is the composition of the full time non-teaching administrative staff?

	Pre.		V. Pre.		Dean/Dept. Head		Program Dir/Coord.		Clerical		Civil Service		Custodial		Other		Other		Total		
	B/H	Tot.	B/H	Tot.	B/H	Tot.	B/H	Total	B/H	Tot.	B/H	Tot.	B/H	Tot.	B/H	Tot.	B/H	Tot	B/H	Total	%
CCFL	0	1	0	0	0	15	0	14	0	42	-	-	1	26	-	-	-	-	1	98	1%
MCC	0	1	0	4	1	28	2	8	3	100	5	117	27	35	-	-	-	-	38	293	13%
Brockport	0	1	0	4	1	30	4	9	7	177	-	-	47	586	6	85*	10	21*	75	913	8.2%
Geneseo	0	1	0	3	0	25	1	12	1	136	1	61	3	108	-	-	-	-	6	346	1.7%
Hobart Wm. Smith	0	1	0	2	1	29	2	4	1	10	NA	NA	NA	NA	-	-	-	-	4	46	8.7%
Nazareth	0	1	0	4	0	16	1	3	-	-	NA	-	-	-	-	-	-	-	1	24	4.2%
RIT	0	1	0	6	1	87	21	345	38	603	NA	NA	70	277	7	48**	14	122**	151	1489	10.1%
U. of R.								SEE RESPONSE BELOW***													
Colgate Divinity	0	1	0	1	2	3	-	-	2	2	NA	NA	1	4	0	6****	-	-	5	17	29.4%
TOTAL	0	8	0	24	6	233	31	395	52	1068	6	178	149	1036	13	133	24	143	281	3226	8.7%

*Brockport's "other" categories are "Non Teaching Professional Staff" and "Executive-Managerial-Administrative."

**RIT's "other" categories are "skilled crafts" and "techniques."

***"Since the government agencies receiving the (University of Rochester Affirmative Action) Program regard it as highly confidential so label it, we are encouraged to believe that this information is and should be confidential and that it would be both unwise and improper for us to report it."

**** *Colgate Divinity School"other" category is librarian.*

5. How many applications did you receive in 1978-79?

	TEACHING		NON TEACHING	
	Black/Hispanic	Total	Black/Hispanic	Total
CCFL	NA	NA	NA	NA
MCC	50	860	95	437
Brockport	8	350	5	400
Geneseo	NA	NA	NA	NA
Hobart Wm. Smith	NA	NA	12	175
Nazareth	NA	NA	40	400
RIT	NA	NA	NA	NA
U. of R.	NA	NA	NA	NA
Colgate Divinity	NA	NA	NA	NA

6. Who selects personnel for each of the following areas?

a. President

CCFL - Search Committee and Board of Trustees

MCC - Board of Trustees after faculty review process.

Brockport - College Council, Chancellor of SUNY, SUNY Board of Trustees.

Geneseo - College Council and Appointed Search Committee.

Hobart/William Smith - Trustees.

Nazareth - Search Committee advised by personnel department.

RIT - Search Committee.

Colgate Divinity - Board of Directors.

b. Vice-President

MCC - Board of Trustees after President and faculty review process.

Brockport - Search Committee, College Council, President, SUNY Board of Trustees.

Geneseo - Appointed Search Committee.

Hobart/William Smith - President/Trustees.

Nazareth - Search Committee, advised by personnel department.

RIT - Search Committee

Colgate Divinity - President and Board of Trustees.

6. (continued)

c. Dean/Department Heads

CCFL - Search Committee, President and Board of Trustees.

MCC - Vice-President with faculty review process.

Brockport - Search Committee, Provost, President.

Geneseo - Appointed Search Committee.

Hobart/William Smith - President/Provost/Faculty.

Nazareth - Search Committee, advised by personnel department

RIT - Search Committee.

Colgate Divinity - President.

d. Program Directors/Coordinators

CCFL - Search Committee, President and Board of Trustees.

MCC - Vice President with faculty review process.

Brockport - Search Committee, Vice President, President.

Geneseo - Appointed Search Committee.

Hobart/Willam Smith - President/Provost/Deans.

Nazareth - Search Committee, advised by personnel department.

RIT - Personnel Office/Supervisor

Colgage Divinity - Department Heads/President.

e. Clercial

CCFL - Names provided from eligible lists.

MCC - Monroe County Civil Service - Rule of 3.

Brockport - Civil Service list, personnel interviewing.

Geneseo - Various Department Heads.

Hobart/William Smith - Supervisor.

Nazareth - Department head with advice from personnel department.

6. (continued)

e. Clerical (continued)

RIT - Personnel Officer/Supervisor.

Colgate Divinity - Immediate Supervisor and Director of Business and Finance.

f. Civil Service

CCFL - Names provided from eligible lists.

MCC - Monroe County Civil Service - Rule of 3.

Brockport - Civil Service list, Personnel interviewing.

Geneseo - (Maintenance) Supervisors Search Committee.

g. Custodial

CCFL - Names provided from eligible lists.

MCC - Personnel Office.

Brockport - Civil Service list, or regular advertising, recruiting, and Civil Service list.

Geneseo - Supervisors Search Committee.

Hobart/William Smith - N/A

Nazareth - Personnel director and department head.

RIT - Personnel Office/Supervisor.

Colgate Divinity - Physical Plant Director and Director of Business And Finance.

7. Are minority applicants processed differently from other applicants? If yes how?

CCFL - No.

MCC - No.

Brockport - REQUIRED INTERVIEWING OF ALL QUALIFIED MINORITY CANDIDATES.

Hobart/William Smith - No.

Nazareth - No.

RIT - No.

U. of R. -

Colgate Divinity - No.

8. Is there a personnel policy? If yes, please furnish a copy.

CCFL - Yes. Supplied.

MCC - Yes. Supplied College Policy on Equal Employment Opportunity.

Brockport - Yes. AFFIRMATIVE ACTION PROGRAM

Hobart/William Smith - Yes. Contents of Labor Agreements.

Nazareth -

RIT - Yes. (A.A. statement enclosed)

U. of R.- "I can report, however, that there is an affirmation action program, if that is what is meant by a personnel policy (items 8-9). Of course, the personnel policy in a larger sense is extremely voluminous, consisting probably of thousands of pages."

Colgage Divinity - "Outdated - to be revised summer of 1980, term of 80/81.